



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

SAFEGUARDING &
CHILD PROTECTION POLICY

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Ratified by Governors

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Safeguarding role	Name of Person	Role in School	Contact details
DSL	Mr. Carl Bates	Headteacher	Head@seatonhouse.sutton.sch.uk 020 8642 2332 07920024267
Deputy DSL	Mrs. Sarah McGreevy	Deputy Head of School (responsible for Early Years)	sarahm@seatonhouse.sutton.sch.uk 020 8642 2332 07808 855513
Deputy DSL	Mrs Michelle Smith	Senior Teacher & Key Stage 2 Lead	msmith@seatonhouse.sutton.sch.uk 0208 642 2332 07909 221254
Safeguarding Governor	Ms Barbara Grant	Governor	bgrant.gov@seatonhouse.sutton.sch.uk 07786 273828
Deputy Safeguarding Governor	Mrs Judy Evans	Chairman of Governors	Jevans.gov@seatonhouse.sutton.sch.uk 07957290881

Key Contact Details for external agencies and professionals

Sutton Children's First Contact Centre (formerly Sutton MASH)	020 8770 6001 childrensfirstcontactservice@sutton.gov.uk Out of hours: 020 8770 5000 childrens.edt@sutton.gov.uk.cjsm.net
Sutton LSCP (Local Safeguarding Children Partnership)	020 87704879 suttonlscp@sutton.gov.uk
LADO (Local Area Designated Officer)	Sima Hirani: Lead LADO 020 8770 4776 lado@sutton.gov.uk (secure email) Out of hours: 020 8770 5000
Early Help Co-ordinator	0208 770 4128 earlyhelp@sutton.gov.uk ehat@sutton.gov.uk (for completed early help assessments)
NSPCC	0808 800 5000
Childline	0800 1111
DfE PREVENT Helpline	0207 7340 7260
DfE Counter Extremist Helpline	020 7340 7264 or Email: counter.extremism@education.gov.uk
ISI	0207 600 0100
Police	999 101 (non-emergency)
Child Exploitation and Online Protection Agency	https://www.ceop.police.uk/safety-centre/

1. Aims and Ethos

At Seaton House School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. The Seaton House Child Protection and Safeguarding Policy provides a secure framework for the workforce in safeguarding and vigilance protecting those pupils who attend our school.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly training in recognising and reporting safeguarding issues.
- pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.
- Guidance within the safeguarding policy will inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety.
- The school assesses the risks and issues in the wider community when considering the wellbeing and safety of its pupils.

This policy applies to the whole school, including the Early Years Foundation Stage.

There are three main elements to the school's Safeguarding and Child Protection policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

Safeguarding at Seaton House is considered to be everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their Five Outcomes:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

Seaton House recognises the contribution it can make in ensuring that all pupils registered or who use our school feel that they will be listened to and appropriate action taken. We will do this by endeavoring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

As the school is located in an urban environment, we recognise that road safety is paramount for our pupils and we therefore have stringent procedures for the safe arrival and collection of pupils along with education for both pupils and parents in order to mitigate the dangers of being located on a main road.

We have also made amendments to how we move around our local environment in response to the COVID 19 Pandemic. Please refer to Appendix 8

2. Definitions

The DfE's Keeping Children Safe in Education defines Safeguarding as:

'**Safeguarding** and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Working Together 2018 Appendix A glossary).

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

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

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children. **Appendix 6 defines Sexting in more detail.**

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

For further detail please see appendix.4

3. Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after (see section 13)

3a. Links to other guidance

Although this list is not exhaustive, this policy and procedure also accords with:

- Schools Code of Conduct
- Safeguarding Children and Safer Recruitment in Education (DFE April 2011)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (May 2019) (Updated in April 2020 to account for online learning during Covid-19)
- Working Together to Safeguard Children (July 2018 – amended 2020)
- Keeping Children Safe in Education (September 2022)
- Ofsted Education Inspection Framework (Updated July 2021)
- Inspecting Safeguarding in Early Years, Education and Skills settings (Updated August 2021)
- Advice for Schools on the Prevent Duty (DfE July 2015 – Updated April 2021)
- Disqualification under the Child Care Act 2006 (August 2018)
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
- What to do if you think a child is being abused (DfE March 2015)
- Section 26 of the Counter Terrorism and Security Act (2015)
- Section 5B of the Female Genital Mutilation Act (2003) Section 74 of the Serious Crime Act 2015
- Female Genital Mutilation: Resource Pack (Updated Feb, 2021)
- Regulated activity in relation to children (2012)
- Teacher Status Checks – information for employers (Updated June 2021)
- Children Missing Education: Statutory Guidance for Local Authorities (September 2016)
- Child Sexual Exploitation – Definition, Guide and Annexes (DfE February 2017)
- Searching, screening and confiscation (DfE January 2018)
- Sexual violence and sexual harassment between children in schools and colleges (DfE Sept 2021)
- The designated teacher for looked-after and previously looked-after children (DfE February 2018)
- Promoting the education of looked-after and previously looked-after children (DfE February 2018)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (Home Office, Feb 2020)
- General Data Protection Regulations (GDPR) (May 2018) and the latest Data Protection Act (2018)
- Data Protection Toolkit for Schools (Sept 2018)
- Mental Health and Behaviour in Schools (DfE November 2018)
- Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (UK Council for Internet Safety, February 2019)
- Safeguarding children and protecting professionals in early years settings: online safety considerations for managers (UK Council for Internet Safety, February 2019)
- Governance Handbook (Updated October 2019)
- Teaching online safety in school’ DfE June 2019
- Education for a Connected World (June 2020)
- Reducing the need for restraint and restrictive intervention (June, 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- Public Health England: Rise Above
- Positive environments where children can flourish (2018)
- Safeguarding in schools, colleges and other providers (DfE, May 2020)
- Schools Covid-19 Operational Guidance (Updated August 2021)
- Safeguarding and remote education (Updated March 2021)
- When to call the police – Guidance for Colleges and Schools (NSPCC)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (23rd December, 2020) Department for Digital, Culture, Media and Sport, UK Council for Internet Safety.

4. Roles and responsibilities

This Safeguarding Policy applies to the governors, employees (including supply and peripatetic staff), volunteers and people using the school.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency, including social services or the police. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process. Where a disclosure is made to a visiting staff member from a different agency, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance. Any records made should be kept securely on the child's main school/child Protection file.

The **Designated Safeguarding Lead** is Mr. Carl Bates head@seatonhouse.sutton.sch.uk If the DSL is not available, then the **DSL Deputies** are Mrs. Sarah McGreevy sarahm@seatonhouse.sutton.sch.uk and Michelle Smith, msmith@seatonhouse.sutton.sch.uk (These people can also be contacted with any safeguarding concerns).

Other staff with specific areas of responsibility for Safeguarding are as follows:

- Allegations Management – Ms. Barbara Grant (Governor Lead) bgrant.gov@seatonhouse.sutton.sch.uk
- E Safety Champion – Fergus Endersby fendersby@seatonhouse.sutton.sch.uk
- Prevent Lead – Mr. Carl Bates head@seatonhouse.sutton.sch.uk
- Anti-bullying/Pastoral Care – Hannah Simpson in conjunction with SLT.

Seaton House staff work closely with the Sutton LSCP in conjunction with the London SCB (Safeguarding Children's Board).

4.1 All staff

All staff have a statutory responsibility to:

- Have read and understood at least part one and Annex A of KCSIE 2022 and Government advice: What to do if you're worried a child is being abused (March 2015).
- Provide a safe environment in which children can learn
- Have read and be familiar with this policy, Staff Code of Conduct and whistleblowing procedures and be aware of systems, policies and procedures within the School.
- Be aware of the types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization, so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed
- Work with the DSLs and, if required, to support social workers to take decisions about individual children.
- Attend regular safeguarding refresher training, at appropriate levels, as and when required, at least annually, to keep up with any relevant safeguarding and child protection developments.
- Make a direct referral to Sutton Children's First Contact Service immediately (and within one working day) if, at any point, there is a risk of immediate serious harm.
- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- It is essential that members of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- Identify emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and support

See appendix 4 of this policy for information regarding specific safeguarding issues and section 15.1 for staff training.

4.2 The designated safeguarding lead (DSL)

The Designated Safeguarding Lead (DSL) takes the lead responsibility for safeguarding and child protection at Seaton House School. The key role of the Designated Safeguarding Lead is to:

- Manage referrals from school staff or any others from outside the school
- Undertake training associated with the role
- Raise awareness of safeguarding and child protection amongst the staff and parents
- Ensure that child protection information is transferred to the pupil's new school
- Be aware of pupils that have a social worker
- Keeping secure Child Protection, Children in Need and other plans, writes records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, are experiencing, or have experienced, with school and leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Overseeing that E-safety is taught and that staff and pupils are aware of the threats posed by being online. This is done in liaison with the E-Safety Champion.
- Understand (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Local Safeguarding Children Partnership
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings
- Where any roles of the DSL are delegated to appropriately trained deputies they retain the ultimate lead responsibility
- Undertaking a safeguarding evaluation/audit, report to the SLT Governors

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The DSL has a role in ensuring that the whole school safeguarding training takes place at least every two years and provides regular interim updates.

The DSL is required to attend or ensure that a senior member of staff who has the relevant training, attends where appropriate, all conferences, core groups or meetings where it concerns a child at Seaton House and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is required to complete an annual Self-Review Assessment Audit which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan.

All Child Protection concerns need to be acted on **immediately**. If anyone is concerned that a child may be at risk or is actually suffering abuse, they should tell the DSL.

4.3 The governing body

The Governors at Seaton House have a legal responsibility to make sure that the school has an effective child protection and safeguarding policy and procedures in place and monitors that the school complies with them. The Governors will also ensure that the policy is made available to parents and carers. It is also the responsibility of

Governors to ensure that all staff and volunteers are properly checked to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head) or volunteers. Allegations of abuse made against members of staff and volunteers will be dealt with by the Head; allegations of abuse made against the Head will be dealt with by Mrs Evans, Chairman of the Governors.

4.4 The Headteacher (who is also the DSL)

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

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person

4.5 Contractors and other Services

All contractors providing services within the School whose staff have access to school premises should comply with this policy and the attached procedure. The contractor or individual must agree to this in writing. This applies equally to Peripatetic Teachers and External Clubs Instructors.

Any contractor or organisation delivering a service on behalf of the school or using its premises is to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS disclosure checks. **This policy and procedure will also apply to any organisation using school facilities.**

5. Confidentiality

See the school Data Protection Policy and Privacy Notice for parents and carers.

All staff are aware that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- The government’s [information sharing advice for safeguarding practitioners](#) includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

6. Recognising abuse and taking action

Safeguarding is not just about protecting children from deliberate harm. For our school, it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can also have a damaging, and long lasting, effect and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

SAFEGUARDING IS EVERYONE’S RESPONSIBILITY AND ALL STAFF ARE ABLE TO MAKE A REFERERAL IF THEY CONCERNED ABOUT A CHILD AND THEY DO NOT REQUIRE PARENTAL

CONSENT TO DO SO. All referrals should be made via Sutton Children’s Contact Service using their online referral form available on LSCP website. Appendix.1 details the types and signs of abuse (physical, emotional, sexual and neglect).

Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

6.1 If a child is suffering or likely to suffer harm, or is in immediate danger

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly. If you are concerned about a child you should act immediately and record information on My Concern. The DSL will then contact Sutton Children’s Contact Service to ascertain the best course of action and either gain access to Early Help or refer to Children’s Social Services or if crime committed inform the police.

6.2 If a child makes a disclosure to you

Figure 1 on page 13 illustrates the procedure to follow if you have any concerns about a child’s welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children’s social care. You can also seek advice at any time from the **NSPCC helpline on 0808 800 5000**. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ below). Share any action taken with the DSL as soon as possible.

If a child wishes to confide in you the following guidelines should be adhered to:

Be honest.

- Do not make promises that you cannot keep.

- Explain that you are likely to have to tell other people in order to stop what is happening.

Create a safe environment

- Stay calm.
- Reassure the child and stress that he/she is not to blame.
- Tell the child that you know how difficult it must have been to confide in you.
- Listen to the child and tell them that you believe them and are taking what is being said seriously.

Record on My Concern exactly what the child has said to you and include;

- Child's name, date of birth
- Date and time of any incident
- What the child said and what you said. Stick to the facts, and do not put your own judgement on it
- Your observations e.g. child's behaviour and emotional state
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- If appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so.

Be clear about what the child says and what you say.

- Do not interview the child and keep questions to a minimum.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers.

Maintain confidentiality

- Only tell those people that it is necessary to inform.

Do not take sole responsibility

- Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- The Designated Safeguarding Lead should refer these concerns to CFCS (Children's First Contact Service) before the child goes home if still in school. A decision will be made by CFCS whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
- Although referrals to CFCS would normally be made by the DSL, any other individual with concerns can make a referral.

Social Care will advise about if and when to share information with parents, if there are concerns that this may be putting the child more at risk.

6.3 Responding to signs of abuse or neglect

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection. (see appendix.1)
- Staff should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- The DSL / SLT / staff will use the Sutton **Multi Agency Threshold** guidance (October 2018) when making decisions about appropriate support or referral for a child. This includes reference to the 'Four levels of need'. (appendix. 6)
- All concerns must be recorded in line with LSCP guidance
- Staff need to have an attitude of '**it could happen here**' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.

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

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

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 – 8.

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

Any member of staff who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil **must immediately report this to the police, personally**. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

6.5 Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

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

See Working Together 2018 Chapter 1, KCSIE 2022 and the Sutton LSCP multi-agency threshold guidance October 2018 (section 3) <https://www.suttonlscp.org.uk/lscp-policy-practice.php>

Providing early help is more effective in promoting the welfare of children than reacting later. **It means providing support as soon as a problem emerges.**

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help. We will:

- Undertake an assessment of the need for early help
- Provide early help services e.g. Community Nurse, Pastoral Worker, SENCO, Family Outreach Worker, Early Bird club
- Refer to appropriate services e.g. CAMHS, YADAS

6.6 Referrals

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves.

6.7 Following up referrals

The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended. All referrals should be followed up within one working day.

If after a referral the child’s situation does not appear to be improving, the DSL should press for re-consideration. It is essential that the school remains actively involved in support and plans, even where another agency is taking the lead whether at early help, child in need or child protection level.

6.8 If you have concerns about extremism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism.’ This has become known as the Prevent Duty. At Seaton House we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s

core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Staff should be alert to changes in a child's behaviour and use their judgement to identify children who might be at risk of radicalization and act proportionately.

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

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

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

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

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

The Prevent Duty

The Prevent lead is the DSL. The DSL and staff must:

- Assess risk of pupils being radicalised and drawn into terrorism
- Know what to do to support those assessed as being at risk e.g. referral to the Channel programme referring any concerns. DfE Prevent helpline 0207 3407264
- Work in partnership with other agencies
- Effectively engage with parents/the family should be considered as they are in a key position to spot signs of radicalisation. Assist and advise families who raise concerns and sign post them to support. Discuss any concerns the school has with parents unless this is thought to put the child at risk
- Organise Staff training to raise awareness of radicalisation
- Oversee IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- Ensure British values are promoted in the curriculum and on the school website
- Publicise the Educate Against Hate website to staff and parents (via the school web site) <http://educateagainsthate.com/>

For further information, see KCSIE (2022)

It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified

This is part of our wider safeguarding duties, similar to protecting children from other harms

6.9 If you have a mental health concern

All staff at Seaton House are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL or Deputy DSL.

Pupils identified with mental health/emotional issues or those with parents/carers/siblings identified with mental health issues will be offered additional support. Initially this will be with the Form Tutor who will listen to their concerns and be on hand to provide additional support if required. The Form Tutor will also liaise with the DSL (if appropriate). The DSL will ensure that where necessary referrals are made to CAMHS or other appropriate services

in conjunction with parents/carers. The school is working in line with the supporting mental health in school and colleges guidance August 2017.

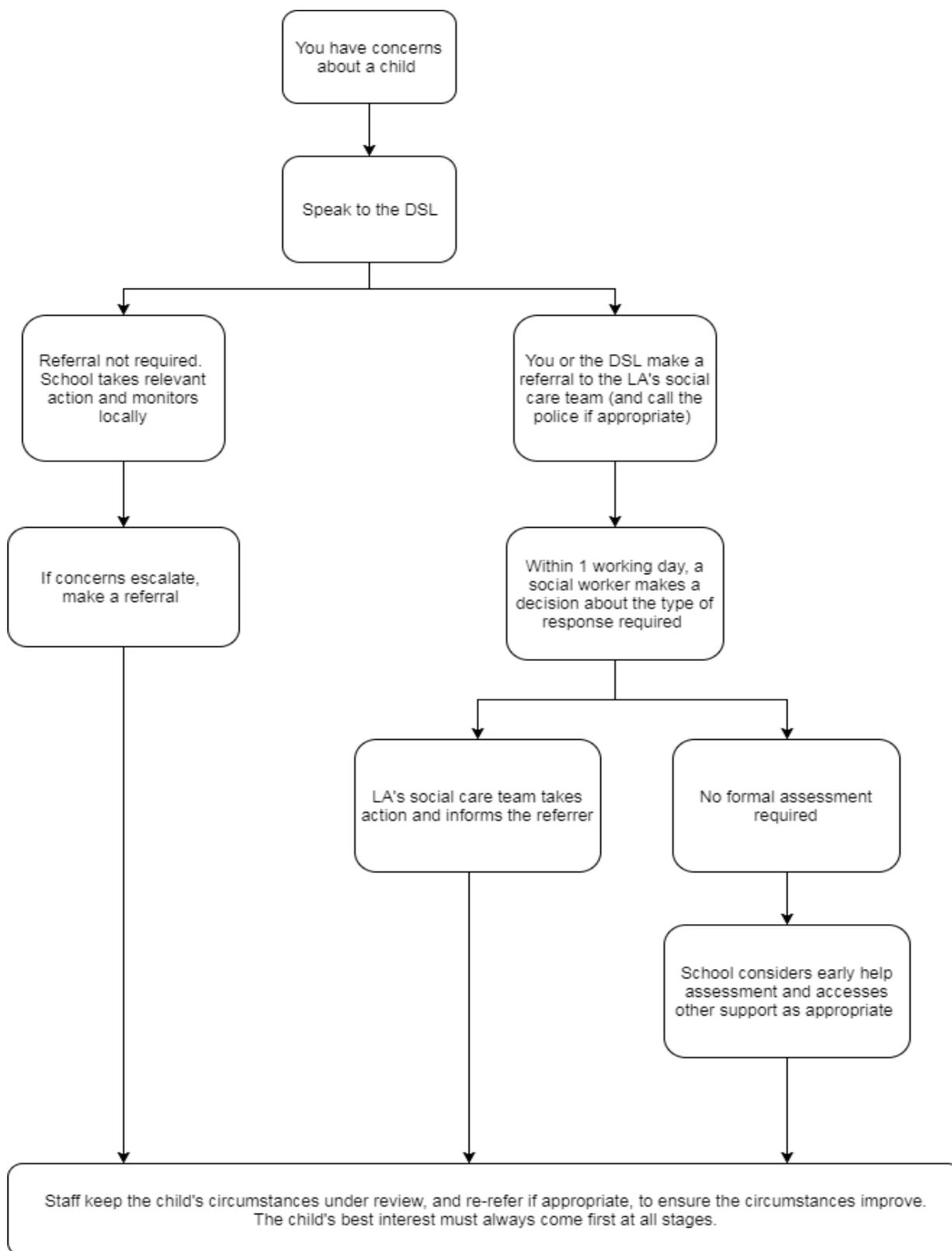
At Seaton House, we have excellent support strategies to develop children's emotional well-being and resilience (see wellbeing policy) this includes trained ELSA staff in EYFS, KS1 and KS2. There are regular circle times, specific PSHE sessions as well as message boxes and a range of staff whom the children can seek support from. We also ensure that we fully support children who undertake exams such as the 11+ or at difficult times of the year such as transition. Staff will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

6.10 Mental Health Lead

The Deputy DSL is also the Lead for Mental Health within the school. It is her role to seek out appropriate advice and guidance for any pupil or member of staff who may be exhibiting signs of mental health distress.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 6.2 for what to do.)



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7 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the chair of governors.

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

7.1 Staff Behaviour

Please see the Seaton House staff code of conduct and the school mobile phone policy which highlights the following:

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in a child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintaining professional standards and boundaries at all times on and off the school site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Staff, volunteers, governors/trustees not being involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities. Or has behaved or may have behaved in a way that indicates they may not be suitable to work with children'. This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.
- Staff and volunteers are reminded to declare any offences or involvement with the police relevant to their employment
- Where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO as appropriate
- No mobile phones are to be used or be visible when working with children. All phones must be kept in designated areas. Mobile phones and personal devices are not to be used to take photographs of children (see mobile phone policy).

7.2 Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

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

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

7.3 Allegations against staff

KCSIE 2022 (part 4) should be followed where it is alleged that anyone working in school with the children, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This could be in regard to a person's conduct outside school, and need not include a child, e.g. domestic abuse of a partner. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. Our procedures for dealing with allegations will be applied with common sense and judgement.

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Head who will refer to the appropriate Local Authority Designated Officer (LADO). Any concern or allegation against the Head will be reported directly to the Chair of Governors who will refer to the LADO (without informing Head).

As per the guidance in 'Keeping Children Safe in Education 2022', allegations of abuse made against teachers and other staff and the Sutton LSCP procedures will be followed for both the investigation and support for the member of staff. The school will also ensure that allegations against any supply teachers are dealt with properly. Seaton House will not decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

Allegations of serious misconduct against a teacher may be referred to TRA (DfE, Teacher misconduct, referral of cases) by any of the following:

- a teacher's employer, including an employment or supply agency
- members of the public who think that a case of misconduct by a teacher is serious enough to warrant a prohibition order
- the police
- the Disclosure and Barring Service (DBS) and other regulators who are aware of relevant information.

Referrals will be made to DBS if the DSL believes a person has caused harm or poses a future risk of harm to any member of the school community, vulnerable groups, including children. This is in line with the DBS barring referral guidance (2018).

7.4 If you have concerns about a colleague

Seaton House School has a separate Whistle-blowing Policy that covers concerns regarding the way the school safeguards pupils – including poor or unsafe practice, or potential failures.

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The **school's whistle blowing policy** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Staff working in the Early Years also have termly supervision meetings which provide an opportunity for staff to raise concerns.

All staff are aware of the NSPCC whistle blowing helpline <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

The Head will need to discuss with the Local Authority Designated Officer the nature of the allegations in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. Head will:

- Refer to the LADO* immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the pupil to ensure they are away from the alleged abuser.
- Contact the parents or carers of the pupil if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting.
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

* Sima Hirani: Lead LADO 020 8770 4776 lado@sutton.gov.uk (secure email)

8 Allegations of abuse made by pupils against other pupils (see appendix.6)

(including sexual violence, sexual harassment, physical abuse, sexting, initiation/hazing violence and rituals)

Definitions of above are in Appendix 6.

Staff should be aware that children are capable of abusing other children. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with child on child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Seaton House, 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.

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
- Is violent
- raises risk factors for other pupils in the school

- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Seaton House, we will support the victims of child on child abuse by listening to children and recording incidents/allegations. These are followed up as necessary and may include: meeting with children, monitoring behaviour, contacting parents, providing children with strategies, school counselling and may need to also involve outside agencies. Sexting - In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

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

You must record the allegation and tell the DSL, but do not investigate it

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

8.1 Minimising the risk of child on child abuse.

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

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

8.2 Support and prevention for children

- All pupils in the school are aware of staff who they can talk to.
- PSHE has a role in teaching safeguarding to pupils as a preventative measure e.g. child sexual exploitation at an age appropriate level,
- Use of the Safe Schools and Communities Team in advice and training and mediation e.g. E safety
- Pupils are made aware of online resources e.g. Childline, Kidscape
- All pupils are taught to keep themselves safe, including online.

9 Notifying parents

We encourage parents/carers to disclose any concerns they may have.

We make parents/carers aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

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

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

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

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

The DSL and relevant staff will all be aware, on a need to know basis, of any parental factors which may impact on the welfare of a pupil e.g. violence, mental health, substance misuse etc.

Parents are encouraged to make the school aware themselves but must also realise that other agencies will share safeguarding information. A record of this will be kept at school.

10 Pupils with special educational needs and disabilities

The staff at Seaton House recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, online grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when attempting to recognise abuse and neglect in SEND children. For example, assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, communication difficulties, not necessarily showing outwardly the signs of the impact of others' behaviour towards them, such as bullying. Staff awareness should be raised to these issues.

The staff will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

At Seaton House we identify pupils who might need more support to be kept safe or keep themselves safe by:

- Early identification and support of children with additional needs and disabilities.
- Termly SEND meetings for relevant staff.
- SEND co-ordinator builds a strong relationship with children identified with SEND and has time to meet with them regularly.

11 Pupils with a social worker

At Seaton House, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker. [

For example:

- DSL/DDSL making contact with main social worker
- Attending CIN meetings and providing relevant information from school regarding progress.

12 Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

13.1 Complaints against staff (also see section 7.4)

At Seaton House, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Deputy Designated Safeguarding Lead); any concerns about the Headteacher should go to the Chair of Governors, Mrs Judith Evans, who can be contacted by email or telephone listed on p.3).

Note

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

Also see school Complaints Policy.

13.2 Whistle-blowing (see section

14. Record-keeping

We will hold records in line with our records retention schedule.

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

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

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

15. Training and monitoring

This policy will be reviewed **annually**. At every review, it will be approved by the full governing board and shared with all staff.

The Governors will have access to safeguarding training and our DSLs will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reviewed on a termly basis and our Safeguarding policy is reviewed annually (or as updates are released), in order to keep it updated and in line with local and national guidance/legislation.

We will include a copy of our Child Protection and Safeguarding Policy to parents in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

All staff working within the EYFS have termly supervision meetings with the DSL/DDSL to review safeguarding procedures and share any concerns.

In the EYFS, all staff are reminded during termly supervision meetings that phones are not to be used or visible when working with children. Phones are stored in the staff room and can be accessed during staff breaks. Staff sign an annual declaration stating that they understand and agree to follow the school mobile phone policy.

Weekly staff meetings are a platform for staff to discuss concerns and also for updates to be shared. Weekly meetings also take place in the EYFS to share concerns in addition to termly supervision meetings with individual staff members.

Training and updates are provided to governors and to staff via the National College online program.

15.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be updated annually.

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

Staff will receive annual child protection training. They will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required.

Volunteers will receive appropriate training, if applicable.

15.2 New staff

All new staff will have induction training including:

Child protection policy

Behaviour policy

Staff code of conduct

The role of the DSL

See appendix. 2

15.3 The DSL and [deputy/deputies]

The DSL and [deputy/deputies] will undertake child protection and safeguarding training at least every 2 years.

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

They will also undertake Prevent awareness training.

The DSL/DDSL will attend monthly supervision DSL meetings.

15.4 Governors

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

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

16 Recruitment – interview panels (see appendix. 2)

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

17. Links with other policies

This policy links to the following policies and procedures:

Safeguarding policy addendum for remote learning

Behaviour Policy

Staff code of conduct

Complaints

Health and safety

Attendance

E-safety

Whistle blowing

Equal Opportunities Policy

Changing Clothes and Intimate Care

Anti-bullying

Sex and relationship education

First aid

Wellbeing policy

18. Online safety

- The School ensures suitable filtering is in place.
- It equips children to stay safe online and teaches them to risks of being online.
- Raise staff awareness of online risks through specific teaching and advice to parents and pupils.
- Pupils will agree and sign acceptable usage agreement for working on IT devices and working online.
- When working online remotely staff will follow advice and guidelines given by SLT.
- Any live sessions of remote teaching will only be undertaken on the school platform and all sessions will be recorded.
- Pupils and parents will be briefed as to expectations for online learning and any concerns will be raised following normal safeguarding protocols.
- Staff are advised even when working remotely to ensure that they maintain professional standards and do not privately message any pupil other than for the purposes of providing feedback on work.
- All messages sent to parents and pupils by staff must be done via ParentMail or feedback on Google classroom.
- Pupils will not have access to Gmail accounts externally and chat functions on Google classroom will be disabled.
- Staff will continually monitor pupil usage of all IT devices and online platforms and report any misuse or concerns immediately.
- Provide training and advise for parents and children regarding online safety.

(Please also refer to E-Safety Policy and remote learning addendum)

19. Visitors and other Professionals

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

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

20.Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LSCP procedures. The member of staff in charge of the visit will report any safeguarding concerns to the DSL/Head, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The child protection/safeguarding policy and procedures of an offsite provider e.g. swimming, will be checked and the DSL satisfied that they are appropriate, before using the facility.

21.Protocols and safeguards for working remotely during COVID restrictions

Pupils and online safety away from School

It is important that all staff who interact with pupils, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt in the normal way and where appropriate referrals should still be made to pupil's social care and as required, the police.

Online teaching should follow the same principles as set out in the School code of conduct.

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

Please refer to the school's Remote Learning Addendum.

Section 22: Role of the Designated Safeguarding Lead

Safeguarding is a standing item on all governing board meetings. The designated teacher and designated governor meet termly.

The Designated Safeguarding Lead has a responsibility for Safeguarding and Child Protection – their key role is:

Manage referrals

The designated safeguarding lead (or deputies) will refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.

- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.
- [LSCP Sutton Threshold Guidance Oct 2020.pdf \(suttonlscp.org.uk\)](https://www.suttonlscp.org.uk/wp-content/uploads/2020/10/LSCP_Sutton_Threshold_Guidance_Oct_2020.pdf)

Working with others

The designated safeguarding lead (or deputies) will:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the safeguarding partners.
- liaise with the Headteacher inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement, and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
 - From June 2021, the Headteacher has a responsibility to promote the education of children who have a social worker and regular conversations should be had to share the relevant information and to enable every opportunity for the child to reach their full potential.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child.

Records will include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

The file will only be accessed by those who need to see it.

Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or

within the first 5 days of the start of a new term. The child protection file will be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college.

Raising Awareness

The designated safeguarding lead (or deputies) will:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. The designated safeguarding lead will undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses; and,

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training will support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The designated safeguarding lead will be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
- **The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

If the DSL is not available, staff should speak to a member of the SLT/take advice from local children's social care and/or contact a member of the Education Safeguarding Team.

Section 23: The Role of Individual Staff

The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All school staff have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify children who may benefit from early help.

All members of school staff should be aware of systems within the school which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's child protection policy (including the policy and procedures to deal with child on child abuse); the behaviour policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying); staff behaviour policy (sometimes called a code of conduct); safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All members of school staff will receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All members of school staff should be aware of their local early help process and understand their role in it.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

Appendix 1: types of abuse (see KCSIE part 1 2022)

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

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

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

Emotional abuse may involve:

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

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

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

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Signs of abuse might include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Appendix 2: safer recruitment and DBS checks – policy and procedures

At Seaton House we will ensure that we have a member on every recruitment panel who has received the appropriate Safer Recruitment and selection training. All of our staff and Governors are appropriately qualified and the School makes appropriate enhanced checks on all staff and Governors, including through the Disclosure and Barring Services (DBS) and obtaining and following up through references. **All of this information is kept in the School's Single Central Record.** Our policies comply with part 3 of KCSIE (September 2022), the Safeguarding Vulnerable Group Act (2006) and other relevant 12 safeguarding recruitment guidance to ensure that no one is employed within, by or on behalf of the School who is unsuitable to work with children. Whilst the DfE does not specify timescales for renewal of DBS checks, the school will renew certification on a five yearly basis for long serving members of staff/Governors and obtain annual declarations from staff/Governors that no changes in circumstances that would affect their existing certification have occurred.

All members of staff and volunteers will have access to regular safeguarding training and updates in line with LSCP advice and includes Prevent and on-line safety (**last completed September 2022**). We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. All staff are issued and will read Part 1 KCSIE. For those in Leadership roles working directly with children they will also be issued and read Annex A. In addition, all staff are trained to manage a report.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). A copy of the DBS will be kept securely for the duration of their employment
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

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

At induction all staff will be given the following documents related to safeguarding:

- Safeguarding and Child Protection Policy including names and roles of DSLs
- Online safety information and E-safety policy
- KCSIE Part 1 (Annexe A to leaders working directly with children)
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Use of Mobile Phones
- Missing Child Policy

Existing staff

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

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

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

All school staff should be prepared to identify children who may benefit from **Early Help**. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.

- is at risk of being radicalised or exploited.
- has a family member in prison or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- has returned home to their family from care.
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.
- [Strategy 2020 - 2023 \(suttonscp.org.uk\)](https://www.suttonscp.org.uk)

Agency and third-party staff

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

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

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

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

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

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

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm. We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Non-collection of children: See [Wraparound Care Policy](#)

Missing pupils: See [school Missing Child Policy](#)

Appendix 3: allegations of abuse made against staff

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

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This could be in regard to a person's conduct outside school, and need not include a child, e.g. domestic abuse of a partner.

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

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

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

Suspension of the accused until the case is resolved

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

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

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

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

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform **ISI** of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

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

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

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

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

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

Record-keeping

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

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

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has

reached normal pension age, or for 10 years from the date of the allegation if that is longer.
The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

Appendix 4: specific safeguarding issues

This appendix is based on the advice in annex A of Keeping Children Safe in Education

Children missing from education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

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

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

In response to the guidance in Keeping Children Safe in Education (2022) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded
5. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education

- Not taking part in education

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant
- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);

- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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

Child Sexual Exploitation and E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people, Seaton House will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Where children are being asked to learn online at home School will ensure all protocols are followed and will support parents and pupils to ensure that they access agreed content and aware of the dangers and risks posed by working online.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2022) page 85.

Although it is unlikely due to the age group at Seaton House that children will become involved in this practice it is imperative that staff are alert to the signs and report any concerns about a child to the DSL and where appropriate the police.

Domestic abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. (See KCSIE (2022))

Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Seaton House we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Seaton House receives information from the police (Operation Encompass) to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns, we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

The DSL will provide support according to the child's needs and update records about their circumstances.

The definitions (December 2020) are as follows:

Domestic Abuse – Controlling behaviour

A range of acts designed to make a person subordinate and/or dependent by:

- Isolating them from sources of support
- Exploiting them for personal gain
- Depriving them of the means needed for independence, resistance and escape
- Regulating their everyday behaviour

Domestic Abuse – Coercive behaviour

An act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Domestic Abuse – Coercive control

Multiple behaviours and tactics which reinforce each other and are used to isolate, manipulate and regulate the victim.

This pattern of abuse creates high levels of anxiety and fear in partner and children and young people.

Has significant impact on children and young people:

- As a victim in their own right
- Due to the impact the abuse has on the non-abusive parent
- May also be forced to participate in the abusive behaviour

Domestic Abuse – Police Response

An officer attending a domestic abuse incident should be aware of the effect of such behaviour on any children in the household.

FGM

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

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

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

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

The girl's family having a history of practising FGM (this is the biggest risk factor to consider)

- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Being visited by a female elder from the country of origin
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school or withdrawn from PSHE
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

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

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

The DSL will:

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

Homelessness

- Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. There is now (December 2020) a duty on local authorities to intervene at earlier stages to prevent homelessness in their areas. Also to avoid children being homeless or “intentionally homeless” and so not owed a long-term housing duty. Social care and housing authorities should work together to prevent 16-17 year olds from becoming homeless.
- The DSL [and deputy/deputies] will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).
- Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children’s social care.

So-called ‘honour-based’ abuse (including FGM and forced marriage)

- So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.
- Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.
- It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home.
- All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups, appearance and behaviour
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others: intolerance of difference including faith, culture, gender, race or sexuality.
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Attempts to impose extremist views or practices on others
- Accessing extremist material online, including on Facebook or Twitter or sharing extremist messages or social profiles
- Possessing extremist literature
- Graffiti, art work or writing that displays extremist themes
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- Verbalising anti-Western or anti-British views.

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

If staff are concerned about a pupil, they should discuss their concerns with the DSL.

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

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including behaviour policy, online/e-safety policy].

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

A parent.

A person who is not a parent but has parental responsibility.

A close relative.

A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Seaton House to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Seaton House is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Local Safeguarding Children Partnership.

Updated documents that all staff should refer to:

Keeping Children Safe in Education – Updated September 2021

What to do if you are worried a child is being abused – Updated July 2015 Working together to Safeguard children July 2018

Appendix. 5 Child on Child Abuse

Forms of Abuse

Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger is a form of emotional abuse (KCSIE part One). This could include bullying from siblings. The DSL should consider referral to Social Care where bullying is at this level.

Sexual Violence and Sexual Harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- understanding that abuse is abuse and therefore not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up” or “just having a laugh”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way
- potential initiation/hazing violence and rituals and recognise these as a form of child on child abuse. This is a practice of rituals, challenges and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if:

- s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual Harassment: this means ‘unwanted conduct of a sexual nature’ that can occur online and offline. It is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Examples of sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting;
- Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person’s clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Anyone, and any gender, can be a victim and this behaviour is completely unacceptable. The new law has now made this behaviour illegal.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (it has to be considered when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature

Online Sexual Harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos; sexualised online bullying;

unwanted sexual comments and messages, including, on social media; and sexual exploitation; At Seaton House we believe that all children have the right to attend school and learn in a safe environment. We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Procedures in Place to Minimise Child on Child Abuse

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

- education through our PSHE and assemblies program
- proper supervision of the pupils especially when changing
- challenge all inappropriate behaviour before it escalates
- build a listening culture within the school
- ensure that all pupils feel safe and know all the ways they can raise concerns with adults.

Procedures to Follow

- As a school we will robustly investigate all allegations of peer-on-peer abuse and ensure that we always provide support to both parties. In cases of sexting or youth produced sexual imagery we will follow the guidance issues by the UKCCIS (UK Council for Child Internet Safety) published in 2017 (see below).
- We will ensure all evidence that is gathered is recorded in writing and is dated and timed and given to the DSL.
- The DSL will then decide what further action needs to be taken and will contact the parents of the children concerned and may contact Sutton's Children's First Contact Service.
- All meetings and communications with parents will be recorded and stored securely.
- Where appropriate we will work in partnership with the police.

Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

Whether there is an immediate risk to pupil(s)

If a referral needs to be made to the police and/or children's social care

If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)

What further information is required to decide on the best response

Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images from devices or online services

Any relevant facts about the pupils involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the imagery is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through [insert details of your existing arrangements, e.g. a safer schools officer, a police community support officer, local neighbourhood police, dialling 101]

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes.

Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

Specific requests or pressure to provide (or forward) such images

- The receipt of such images
- This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident

Staff will build up pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

- pastoral-type support in School, they should ensure that a robust communication plan is in place for that child. Details of this plan must be reported to the DSL.
- Teachers at Seaton House School need to be aware of this in setting expectations of pupils' work where they are at home.

Appendix 6

Links to relevant law and guidance

Working Together to Safeguarding Children 2018
<http://www.workingtogetheronline.co.uk/chapters/contents.html>

Keeping children safe in education 2022
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Sexual Violence and Sexual Harassment between children (May 2018)
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

Inspecting safeguarding in early years, education and skills settings
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

Guidance for Safer Working Practice for Adults who work with children and young people
<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

Sutton Local Safeguarding Children Partnership (LSCP) www.suttonlscp.org.uk

What to do if you're worried a child is being abused – March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
Department for Education – e-safety guidelines
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf

Safeguarding: Disclosure and Barring – changes from September 2012
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

The Information Commissioner's Office – Data Protection Act in Schools and Education
http://ico.org.uk/for_organisations/sector_guides/education

Family Information Service – Borough of Sutton
https://www.sutton.gov.uk/info/200242/families_and_childcare/1388/fis_online_directory

LSCP Multi-Agency Threshold Guidance (October 2018)
<https://www.suttonlscp.org.uk/lscp-policy-practice.php>

Appendix 7

School Safeguarding Responsibilities Summary

The school will:

Abide by the Keeping Children Safe in Education (KCSIE) guidance

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE Part one).
- Give all staff a copy of Part 1 of KCSIE and ensure that it is read and understood and knowledge of and access to all of KCSIE especially Part 4 Allegations of abuse made against teachers and other staff.
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCP
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover.
- Have safeguarding as a standing agenda item at staff meetings, leadership and governor meetings and minutes recorded.
- Ensure that the DSL (usually) leads on the Prevent agenda.
- Have a named member of staff to support children who are Looked After Children (Designated teacher) who will work closely with the DSL where this post is held separately
- Require teachers, staff and volunteers to read and implement the appropriate LSCP procedures, school policy and good practice guidelines
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment and allegations management training
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings.
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed behaviour code of conduct and safer working procedures
- Recognise that children with SEND may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an e-safety policy and a member of staff as an E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the children's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding
- Undertake a safeguarding report for governors at least annually and review the safeguarding policy annually.
- Ensure that the school holds at least two emergency contact numbers for each child on roll.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- child sexual exploitation (CSE)
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- drugs and alcohol misuse
- 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
- radicalisation/extremism
- Sexting/grooming and other E safety issues
- teenage relationship abuse
- trafficking
- county Lines

For more information, see the links to Government guidance in **Keeping Children Safe in Education 2022**

Appendix 8

Who do you go to

Section 39: Designated Staff Information

Name of school: Seaton House School

Designated Safeguarding Lead: Mr. Carl Bates

Deputy Safeguarding Leads: Mrs. Sarah McGreevy and Mrs. Michelle Smith

Governor for Child Protection and Looked after Children: Mrs. Barbara Grant

Deputy Governor for Child Protection and Looked after Children:

Appendix 9

Key Contacts

Sutton

Children's First Contact Service (CFCS) – 020 8770 6001
childrensfirstcontactservice@sutton.gov.uk

Social Care - Out of Hours – Emergency Duty Team – 0208 770 5000 x9

Sutton Local Safeguarding Children's Partnership: 020 8770 4879
suttonlscp@sutton.gov.uk

Website: www.suttonlscp.org.uk

(Sutton Local Safeguarding Children Board ceased to exist when the new **Sutton Local Safeguarding Children Partnership** arrangements came into effect on 1 July 2019.

Three Statutory Partners are the Local Authority, Clinical Commissioning Group and Police. Locally, Education providers will be made the fourth Partners

The LSCP Board will be made up by the four Partners, co-opted members and relevant agencies)

Sutton LA LADO (Local Authority Designated Officer – complaints against staff) –
0208 770 4776 (LADO@sutton.gov.uk)

LBS Prevent and Hate Crime Manager – 0208 649 0672

Education Safeguarding Manager – 07736 338 180

Escalation procedures - [Sutton LSCB Escalation Policy September 2015.pdf \(suttonlscp.org.uk\)](#)

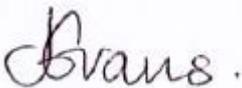
Serious Child Incidents - [9. Sutton CDR Protocol 2019.pdf](#)

Signed:

Head



Chair of Governors



The Head and the Governors, with the Deputy Designated Safeguarding Leads, will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.