



SOMPTING ABBOTTS SCHOOL

SAFEGUARDING & PROMOTING THE WELFARE OF CHILDREN POLICY (CHILD PROTECTION)

Including:

Reporting allegations against a member of staff,

-How to act in the case of a missing child,

-The use of mobile phones and cameras (including for the EYFS).

THIS POLICY IS FOR THE WHOLE SCHOOL, INCLUDING EYFS & EARLY AND AFTER SCHOOL CARE.

This policy is available to view on the school website and can be obtained on request at the Main Office.

SAFEGUARDING MISSION STATEMENT

The directors and staff of Sompting Abbotts School believe that the School should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. The School recognizes the importance of working within the framework for Every Child Matters: Change for Children and the outcomes outlined within it:

- To be Healthy
- To Stay Safe
- To Enjoy and Achieve
- To Make a Positive Contribution
- To Achieve Economic Well-being

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, the school makes sure that its approach is child-centred. This means that we consider, at all times, what is in the **best interests** of the child.

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

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

(Keeping children safe in education, Sept 2018)

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CONTACT DETAILS

For ease of reference, all mentions of the DSL (Designated Safeguarding Lead) refer to the Headmaster, Stuart Douch (headmaster@somptingabbotts.org.uk) 01903 235960

All mentions of the Deputy DSL (Deputy Safeguarding Lead) refer to the Head of Pre-Prep, Kirsty Miles (head_of_preprep@somptingabbotts.org.uk) 01903 235960

All mentions of the LADO (Local Area Designated Officer for Child Protection) refer to- at the time of writing this most recent update - Lindsay Tunbridge-Adams (Lindsey.Tunbridge-Adams@westsussex.gov.uk) 0330 222 3339

All mentions of the Assistant LADO (Local Area Designated Officer for Child Protection) refer to- at the time of writing this most recent update - Claire Coles (Claire.Coles@westsussex.gov.uk) 0330 222 3339

ANYONE CAN MAKE A REFERRAL IF THEY ARE CONCERNED ABOUT A CHILD.

Although the procedures below set out the school's response to concerns about a child, remember **ANYONE CAN MAKE A REFERRAL**. The Staff, Domestic Staff and Proprietors have received training from the Head, as designated safeguarding lead (DSL) and if they are concerned about a child's safety or welfare, they should refer this to the DSL. However, in an emergency anyone can make a referral and for concerns about a child should call the Multi-Agency Safeguarding Hub in Horsham (or MASH) on **0330 222 7799**. For allegations about a teacher or other adult contact the LADO, Lindsey Tunbridge-Adams (**0330 222 3339**) and make a referral to the West Sussex Safeguarding Children Board (**0330 222 5296**). Email: lscb@westsussex.gov.uk. They should then inform the DSL, or in his absence, the deputy DSL.

Be encouraged to "chase up" any action on a referral if you feel more needs to be done.

Details on the full procedures can be found on the website: <http://www.westsussexscb.org.uk>

IF YOU ARE UNSURE OF POTENTIAL SIGNS OR INDICATORS THAT A CHILD IS IN DANGER OF SUFFERING ABUSE, OR WHAT DEFINES ABUSE, REFER TO APPENDIX 2 OF THIS POLICY.

1. INTRODUCTION

The directors, Head and staff of Sompting Abbotts School fully recognize the contribution they must make to safeguarding children and promoting their welfare. Directors and all staff, including volunteers, have a full and active part to play in protecting pupils from harm. The School will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Management of safeguarding is the responsibility of the Headmaster, Stuart Douch.

The aims of this Safeguarding Policy are:

- To support each child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm; and to emphasise the need for good levels of communication between all members of staff, the Senior Management Team and the directors.
- To develop a structured procedure within the School which will be followed by all members of the school community in cases of suspected abuse and to foster an environment and culture where those procedures will be readily invoked.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within the School who have access to children have been subjected to the suitability checks required by the Disclosure and Barring Service and Part 4 of the Independent School Standards Regulations in respect of their suitability to work with children.

2. LEGAL FRAMEWORK

Sompting Abbotts School is aware of its obligation to make arrangements to safeguard and promote the welfare of pupils at the school and this policy is written with due regard to:

- *Keeping Children Safe in Education* (September 2018) (KCSIE)
- KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (September 2018)
- KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)
- *Working Together to Safeguard Children* (September 2018) (WT)
- WT refers to the non-statutory but important advice: *Information sharing* (2018)
- *Prevent Duty Guidance: for England and Wales* (July 2015) (*Prevent*). *Prevent* is supplemented by non-statutory advice and a briefing note:
- *The Prevent duty: Departmental advice for schools and childminders* (June 2015)
- *The use of social media for on-line radicalisation* (July 2015)

and is consistent with the advice from West Sussex Safeguarding Children Board (WSSCB).

Recent updates of *Keeping Children Safe in Education* (2018), *Working Together to Safeguard Children* (2018) and *Information on what to do if you are Worried a Child is being Abused* (2015), as well as *Information on Information Sharing* (2015) are available for staff in Main School Staff Room and in the Pre-Prep.

3. PROCEDURES

Designated safeguarding lead (DSL)

Sompting Abbotts School has designated persons who fulfil the function of Child Protection Officers, namely a Designated safeguarding lead, (the Head) Stuart Douch - He is also the DSL for the EYFS. Kirsty Miles, Head of Pre Prep, is the deputy DSL for the whole school and EYFS.

3.1: Procedures: Concerns about a child

a) When a concern arises

Any concerns regarding a child must be logged and discussed with the DSL. Any information recorded will be stored securely on the child's personal file.

Staff must immediately report:

- Any suspicion that a child is injured, marked or bruised, in a way which is not readily attributable to the normal knocks or scraps received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicion that a child may have suffered harm (e.g. worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in the child's presentation, including non attendance;
- Any hint or disclosure of abuse from any person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

b) Guidelines to follow in the event of a disclosure

If a child makes a disclosure of abuse, the following guidelines must be followed. Specialist police officers and social workers are trained in the investigative interview of children. Although your own needs, understandably, will urge you to ask the child a lot of questions about the alleged abuse, this is not your role. You may need to find out just enough about the alleged abuse in order to make a decision about the need for referral. If you need to ask the child questions or clarify what they are saying, make sure that you use open-ended questions which do not lead the child to make specific responses. Should the case go to court you may be called as a witness and the court will need to be convinced that you have not contaminated the evidence by putting words or suggestions into the child's mind.

Examples of open ended, non-leading questions:

- Please tell me how it happened?
- Tell me more?
- Please explain that a bit further?

If you are the first point of contact for a child wishing to disclose you are a very important person for that particular child. Many survivors of child abuse say that having the first person they told be supportive was the first step in recovering from their experience. Children often drip-feed information, giving small clues over a period of time. Your supportive response at each stage will encourage the child to make further disclosure.

So what can you do?

- Tell the child that you take what they are saying very seriously.
- Reassure the child that she/he is not to blame.
- Let the child know that you understand how difficult it is to talk about such experiences and that she/he is brave to tell.
- Be calm and reassuring.
- Explain that you cannot promise to keep what the child tells you a secret.
- Say that you take what they say very seriously and will involve a social worker/police officer in order to work towards making the child safe and that you will continue to support them.
- Don't make false promises/reassurances to the child which may not be able to be fulfilled.
- Make accurate records.

It is important to preserve the innocence of the child and not to introduce abusive concepts to them. Corruption is when as professionals we introduce abusive concepts to the non-abused child. Children commonly retract allegations of child abuse. A retraction does not discredit the original allegation but should raise questions about why the child has withdrawn the allegation.

It is not your role to physically examine a child. It is the role of the Designated Safeguarding Lead (Stuart Douch) to report the matter to children's social care who may alert a Doctor or a medical expert appointed by them. If the child has marks that are easily visible then you should make a record of what you have seen. Do not look under a child's clothing to examine any injuries.

It is difficult to be definitive about whether or not it is acceptable to touch a child who is disclosing child abuse. To a child who has suffered abuse, any touch may have a very different meaning from that intended by the protective adult. Also, a child who has suffered abuse may not have an appropriate sense of boundaries or understand the need to keep themselves safe. It is important therefore to be cautious and to convey empathy through other means such as tone of voice, non-verbal behaviour or the use of toys.

c) Records

Written recording during the interview.

It may be possible to write down phrases and words whilst the child is talking which can be used to trigger recall when the full recording is made. This should only be done if the child is in agreement and if they feel comfortable.

Written recording immediately after the interview.

It is very important to record exactly what the child said using the child's vocabulary even if the meaning is unclear.

Recording your own responses - your verbal and non-verbal responses should be recorded and it should be clear that a non-leading approach has been used.

Recording the context of the disclosure - The context in which a child chooses to tell about an incident of abuse can provide valuable information to the investigating team, e.g. the child was watching a particular video or was playing with dolls in the home corner.

Recording the emotional context of the disclosure - The emotional context can provide valuable clues to the investigating team. A child may make serious statements in a joking way or may present as tearful and distressed. Children may speak about very serious matters in a matter of fact way that is surprising to adults.

If a child repeats statements these should be recorded. Consistency in a child's repeated statements adds to the strength of the evidence.

d) Guidelines for designated staff

If an incident is reported to the DSL or another designated member of staff, they should decide how to proceed.

- If the pupil is deemed to have suffered or is likely to suffer significant harm the DSL will report the pupil to Children's Social Care immediately. In serious cases the Police will also be informed.
- If the pupil is deemed to be in need of additional support from one or more agencies, early help will be sought. This will generally involve inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches.
- In the case of pupils identified as being at risk of radicalisation, institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example.
- In the case of FGM, from October 2015, it has been mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's designated safeguarding lead and involve children's social care as appropriate.
- Children missing from education (CME) (and see more detail below in section 26.): If the concern regards a pupil's absence from school, either unexplained regular absences or after authorised leave of 10 school days or more, or after 20 school days unauthorised absence (in both cases, in the absence of illness or other unavoidable cause), or leaves the school for no known reason or destination, the DSL will inform the local authority and will follow procedures set out in KCSIE.
- Wherever possible the DSL will consult t parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place a member of staff or others at risk

All information and actions taken, including the reasons for any decisions made, should be fully documented. All referrals to social care should be accompanied by a referral form.

Social services are always available to offer advice to designated staff if action needed is unclear.

The school will contact a welfare agency within 24 hours of a disclosure or suspicion of abuse via the LADO on Tel: **0330 222 3339**

3.2: Procedures: Peer on peer abuse

The School's Behaviour and Discipline Policy makes clear the expectations on pupils of acceptable behaviour towards other pupils. Where a pupil (or a member of staff or a volunteer) makes an allegation about the behaviour of a pupil or pupils against another pupil, and this is deemed to be or could be deemed to be a form of abuse, the allegation must be reported to the DSL, the Head, or in his absence the DDSL, Head of Pre-Prep. They will take advice from the relevant safeguarding children's board in putting in place the measures necessary to safeguard the pupil, which may mean involving external agencies.

Peer-on-peer abuse can take several forms, for example: sexual violence, sexual harassment, physical abuse, sexting (youth-produced sexual imagery), initiation/hazing type violence and rituals. Staff must recognise the vulnerability of pupils with Special educational needs and / or disabilities (SEND) to peer abuse and be particularly sensitive to their needs.

The school recognises that abuse is abuse and should never be tolerated or passed as mere 'banter' or 'having a laugh'. It recognises that peer-on-peer abuse can be of a gendered nature but all peer-on-peer abuse is unacceptable and will be taken seriously.

The school's behaviour policy sets out measures to prevent peer on peer abuse, however, should an incident between two or more pupil be considered abuse then the procedures in this policy for listening to children and the recording of incidents will be followed. In any such incident, both victim and perpetrator will be considered to be 'at risk' and an appropriate referral will be made to the local SCB(s) and advice sought.

Victims, perpetrators and any other child affected will be supported in line with the policy below.

Should any issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' the school will refer the case to local agencies.

3.3 Procedures: Allegations against staff or volunteers

In accordance with Part 4 of KCSIE the School is aware that any pupil or member of staff or a volunteer may make an allegation against a member of staff or a volunteer. All staff and volunteers must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues or volunteers. This must be done in a timely manner, as soon as there is concern about the behaviour of the member of staff.

If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Head. If an allegation is made to anyone other than the Head, they should on all occasions take the matter straight to the Head. If the Head is absent, then they should inform the directors. If the allegation is against the Head, the directors will be informed without informing the Head first

In serious cases the police will be called from the outset.

In all cases the Local Authority Designated Officer for Child Protection (LADO) will then be contacted for advice immediately and before any investigation takes place, that is at least within 24 hours of any allegation of abuse being made. Tel: **0330 222 3339**

Procedures laid out in KCSIE will then be followed.

The LADO for West Sussex County Council is Lindsey Tunbridge-Adams.

Tel: **0330 222 3339** Email: Lindsey.Tunbridge-Adams@westsussex.gov.uk
The Assistant LADO is Claire Coles.

Tel: **0330 222 3339** Email: Claire.Coles@westsussex.gov.uk

In borderline cases, discussion with the LADO can be held informally and without naming the school or individual. WSSCB procedures for managing allegations against staff gives more information, a copy of which is available in the School Office.

3.4 Procedures: Training

The School's child protection procedures and procedures for dealing with allegations of abuse are in accordance with locally agreed inter-agency procedures.

a) Training for Staff and Volunteers

All full-time and part-time members of staff are given formal training at whole school in-service training days regularly, in line with advice from WSSCB. A record of this training is kept by the School Office and copies are available to the DSLs. Volunteers are informed of the arrangements for child protection, including the procedure for reporting allegations. In addition, all staff receive regular safeguarding updates from the DSLs that includes:

- Child protection
- *Prevent* awareness
- Arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference.
- How inappropriate attitudes and practices are challenged and how the provision encourages children to value and respect others.
- e-safety and the prevention of cyberbullying,
- other matters of relevance to the pupil body such as mental health and girls FGM

All staff have read and discussed Part 1 of KCSIE (2018) and school leaders and those that work directly with children have also read and discussed Annex A. The DSL provides staff with the new editions when these are reissued.

b) New staff induction

All new members of staff, and volunteers, will be provided with a copy of our child protection procedures as part of their induction into the School and will attend child protection training. All new staff, including temporary staff and volunteers, will be provided with induction training that includes the providing of information and the explanation of the school's policies according to the following table:

Staff Safeguarding Induction	
Provide (KCSIE paragraphs 57/58)	Explain (KCSIE paragraphs 13 and 77)
KCSIE, (part 1 and annex A) & this Safeguarding policy	Safeguarding policy
Role of DSL and DDSLs	Role of DSL (including identity of DSL and deputies) – contained in safeguarding policy
Staff behaviour policy	Staff behaviour policy
	Pupil behaviour policy
Children missing education policy	The school's safeguarding response to children missing education
	On-line safety

c) Designated safeguarding lead (DSL)

Sompting Abbotts School has designated persons who fulfil the function of Child Protection Officers, namely a Designated safeguarding lead, (the Head) Stuart Douch - He is also the DSL for the EYFS. Kirsty Miles, Head of Pre Prep, is the deputy DSL for the whole school and EYFS.

The DSL and DDSL attend training run by iscbtraining@westsussex.gov.uk

The training is updated every two years. A record of all training is kept by the School Office.

The School also follows the detailed requirements for safeguarding training outlined at paragraph 3.6 of the EYFS Statutory Framework.

Training in paediatric first aid continues to be a requirement, with at least one person in the EYFS setting holding a current certificate to be on the premises at all times when children are present and accompanying children on outings. It must be clear from the certificate that the course followed has covered first aid for children (with the words 'children', 'child' or 'paediatric' somewhere on the certificate). As a general principle, the first aid training should be appropriate to the age of the children in question.

In the EYFS each child must be allocated a key person. This may be the class teacher, teaching assistant or other member of staff who can ensure that the child's care is tailored to meet his or her individual needs.

d) Support staff

All support staff are subject to police checks as part of the checks on their suitability to work with children. Training in child protection is provided for support staff as above..

Support staff are required to attend training, as well as teaching colleagues, in respect of the school's policy and procedures, including whistle-blowing and recognizing abuse.

e) Temporary Staff

Temporary (i.e. Supply) Staff are informed of the School's policies for Child Protection and the School's designated person on arrival.

4. STAFF BEHAVIOUR (Code of Conduct)

All staff are issued with the school's Staff Behaviour Policy (Code of Conduct) on induction. This is periodically reviewed by the Head and the Directors and includes acceptable use of technologies, staff/pupil relationships and communications, the use of social media, and whistleblowing.

All staff have a duty to ensure that their behaviour and actions do not place pupils or staff at risk of harm or of allegations of harm to a pupil.

One-to-one contact with pupils: Staff and volunteers should ensure that if working with or talking to pupils on a one-to-one basis they should either be in a room with a window in the door or leave the door ajar at all times. Staff or volunteers must not convey children by car or offer sports coaching on a one-to-one basis, they must be accompanied by or in the presence of another child or adult.

5. WHISTLEBLOWING

All staff are issued with the school's Whistleblowing Policy on induction.

The key principles of this policy, as mentioned in *WT* and adapted for schools, can be summarised as follows:

- the school promotes a culture of safety and of raising concerns;
- the school promotes a culture of valuing staff and of reflective practice;
- the procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary;
- the training and support should be provided for staff;
- that the school promotes transparency and accountability in relation to how concerns are received and handled.

6. SAFER RECRUITMENT

a) All staff

The School carries out all the required checks on staff in line with guidance laid down in Part 3 of Keeping Children Safe in Education, September 2018, a copy of which is available in the School Office. Enhanced DBS clearance is obtained for all staff, this includes checking that no member of staff is barred from working with children. Teaching staff are also checked to ensure that they have not been prohibited from teaching in the UK or in the EEA. Staff who have lived or worked overseas in the last ten years (from Sept 2018, formerly six years) are also checked and should provide the schools with certificates of good conduct or equivalent from the relevant countries.

Staff have a legal duty to provide accurate information for these checks to be carried out.

The disqualification under the childcare act and advice applies to employees who work in Early Years provision and to those who work in later years provision for children who have not attained the age of 8 as well as employees who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves. The rule and advice does not apply to volunteers and governors. The 'by association' rule was removed for schools in September 2018.

The School will ask existing employees to self-declare that they are not "disqualified". The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that:

- **They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad**
- **Other orders have been made against them relating to their care of children**
- **They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering**

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. DfE has advised that relevant convictions are not considered "spent" in this connection.

It is recognised that should any staff fail the disqualification rule then suspension or dismissal may conflict with employment law. For this reason, the ISI recommends that in any such situation the School will contact them and ask for guidance.

The Headmaster is trained in Safer Recruitment (training to be updated at least every five years.) See the school's Recruitment Policy.

b) Volunteers

Volunteers, including parent volunteers, are provided with a copy of this policy that highlights their responsibilities and the policy as it relates to them. Volunteers must sign to indicate that they have received and read this prior to undertaking any activity where they will have access to pupils (e.g. accompanying school trips). The DSL, in this case the Head, will have regard to the guidance in the current edition of KCSIE in deciding whether a DBS Disclosure should be obtained in respect of a volunteer. A barred list check may be made if the Headmaster deems it necessary. The Headmaster has consulted the IAPS and has been told that we may continue to use trusted parents to help with transport.

c) External Visitors

The appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils (i.e. peripatetic teachers, sports coaches, speech therapists etc). This also applies to the recent Prevent protocols; any visiting speaker will be vetted with regard to whether or not they pose any risk as laid out in the Prevent guidelines.

7. REVIEWING OF THIS POLICY

A review of the school's child protection policies by the proprietors takes place at least annually, including an update and review of procedures and their implementation. The DSL works with the proprietors on this. The Proprietors ensure that the school contributes to interagency working in line with WT through effective implementation of the child protection policy and procedures and effective communication and good cooperation with local agencies. Minutes of the proprietors review show the breadth and depth of the review and will include:

- any written report or information presented by the DSL
- training records
- referral information in respect of requests for help and support for individual children
- any allegations against a member of staff (and if relevant how the school worked with the LADO to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future)
- issues and themes which may have emerged in the school (and how these have been handled including the contribution the school is making to multi-agency working in individual cases)
- local discussions on safeguarding matters
- recruitment procedures
- Staff code of conduct
- How pupils are taught to keep safe

8 RESPONSIBILITIES

The legal responsibility for safeguarding and promoting the welfare of children lies with the directors, and the Head who are responsible for this policy. The Head is responsible for making sure that the policy and procedures are understood by and carried out by all staff and volunteers. The Head and the staff are responsible for implementation. The school is committed to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that a report includes as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. The Proprietors recognise that they have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. They will disclose to inspectors all instances of action in relation to safeguarding concerns.

(In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and as a consequence could lead to the school being removed from the register of independent schools. 'Compromise agreements' cannot apply in this connection.)

The school will also to consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in *Teacher misconduct: the prohibition of teachers*

9 REPORTING AN INCIDENT

Significant events

In the event of any of the following, parents/guardians Ofsted, ISI and other relevant agencies would be contacted without delay (see also Reporting to RIDDOR in the Health and Safety policy):

- The death of a child.
- Allegations against staff.
- Serious harm inflicted by a child.
- Any serious accident involving a child or adult.
- The outbreak of infectious disease.

The school will give Ofsted and ISI the following information when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose; the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
a certified copy of the relevant order (in relation to an order or conviction).

10. SUPPORTING CHILDREN

The School recognizes that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. In these circumstances a child may feel any of the following: helpless, humiliated, self blame.

The School will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying (see Anti-Bullying Policy).
- Promoting a caring, safe and positive environment within the School.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Ensuring that children have access to a source of counseling, either at school or through an outside agency.
- Notifying Social Services as soon as there is a significant concern, after discussion with W.S.C.C. Children's Service or the appropriate Local Authority for the pupil concerned.
- Providing continuing support to a pupil who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- Gaining assurance that the employees of any other organisation supervising pupils on a different site have undergone the necessary checks.
- If a member of staff has a concern about a pupil they should avoid asking questions that could be construed as leading in any way.

KCSIE recommends that our Safeguarding policy should differentiate between:

- i) **safeguarding children who have suffered or are likely to suffer significant harm** and
- ii) **those who are in need of additional support from one or more agencies.**
- iii) Therefore:

The former should be reported to Children's Social Care immediately (contacting MASH/LADO); the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.

Decisions to seek support for a child in need (CIN) would normally be taken in consultation with parents and pupils. However, their consent is **NOT** needed if there are reasonable grounds to believe a child is at risk of significant harm.

11. LOOKED AFTER CHILDREN

Should any pupil be on the roll who are looked after by a local authority, the proprietors will ensure that staff have the skills, knowledge and understanding necessary to keep such children safe. A designated member of staff will be given responsibility for their welfare and progress and will obtain up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. This will follow the statutory guidance to local authorities about how they are to support schools with the care and education of these pupils: 'Promoting the education of looked after children'.

12. CONFIDENTIALITY

The School recognizes that all matters relating to child protection are confidential, in the sense that they must not be generally discussed. The Head or other relevant Designated Teacher will disclose any information about a pupil to other members of staff only on a 'need to know' basis. All staff must be aware that they have a professional responsibility to share information with other agencies, through the defined school channels, in order to safeguard children. All staff must be aware that they cannot guarantee confidentiality to a child when listening to any disclosure since an issue may need to be referred on.

13. SUPPORTING STAFF

The School recognizes that staff working in the school who have become involved with a child who has suffered harm or appears likely to suffer harm may find the situation stressful and upsetting. The School will support such staff by providing an opportunity to talk through their anxieties with a designated person and to seek further support as appropriate.

14. PREVENTION

The School recognizes that it plays a significant part in the prevention of harm to its pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The School community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Promote the good use of mentoring by peers in the house and form system and through the support given by older children to younger members of the School.
- Include in the curriculum opportunities in Personal Social Health Economic Education lessons (PSHEE), which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

15. USE OF TECHNOLOGY

Use of electronic equipment and mobile phones at Sompting Abbotts School including the EYFS

Aim

To prevent the misuse of mobile phones and mobile phone cameras by staff in school.
To ensure the correct use of all electronic equipment by staff, volunteers and pupils.

Introduction

This policy provides guidance on the appropriate use of digital cameras, laptops, desktops, netbooks, tablets, personal mobile phones and cameras, smart phones, devices with Wi-Fi connectivity and external hard drives or USB sticks including the potential consequences of misuse and should be seen as safeguarding members of staff, the pupils and the school. This extends to anybody working in Sompting Abbotts School in a professional capacity.

Key points Staff are made aware of the following when using the Internet.

- No member of staff is allowed any non-school moderated electronic communication, which includes social networking sites, blogging, bulletins, chat rooms, forums, instant messaging and private email with any current or ex pupil. (Note: it is advisable that receipt of pupils' work is via a school email address on the GoogleApps VLE.)
- It is understood that some staff may have children who are pupils or ex pupils and this does not apply to those children but it does apply to friends of those children. Staff with children must ensure that any electronic communication with their children does not mention any staff, pupils or any aspect of the staff member's work at Sompting Abbotts School and the EYFS.
- Whilst using any social networking sites, privacy settings must be set to full restrictions and updated regularly.
- If members of staff have friends who are parents of pupils or ex pupils and they communicate electronically with them, then no mention of Sompting Abbotts School, its staff or pupils can take place.
- Staff should take care with any references to Sompting Abbotts School in any electronic communication.
- No photographs of children can be published on social networking sites or on any form of communication where non-members of staff have access, with the exception of the official school website, Facebook page and Twitter by agreement with the Head and permission from parents. (Signed when a child joins the school)
- In line with GDPR changes which come into force in 2018, staff have been trained with an INSET and the GDPR policy shared with them. Staff are aware that data breaches that potentially may have an impact on safeguarding, such as not signing out of a laptop or Chromebook must be avoided with appropriate vigilance. Parents are asked to provide consent for any images of their children to be published on the School's official Facebook or Twitter pages or for school marketing purposes.
- In the EYFS, all staff mobile phones must be left in the staff room or otherwise locked away. The only cameras that may be used in the setting are the school's own devices. All images of pupils should be deleted from school's devices on a regular basis.

Mobile phones and Cameras

Staff mobile phones during the school day should be:

- Switched off during the school day.
- May be used out of lesson or school duty/ activity time and not in the presence of pupils.
- Staff are permitted to take their mobiles (switched off) onto the field in case of the need to call for First Aid or toileting help from the office.
- Staff should never contact pupils or parents of pupils from their personal mobile phone, or give their mobile phone number to pupils or parents of pupils unless on a sporting fixture or offsite visit.
- Staff should never store pupils' or parents of pupils' telephone numbers on their mobile phone, send to or accept from colleagues, pupils or parents of pupils' texts or images that could be as inappropriate.
- On some occasions, e.g. for school trips, staff will be required to carry a mobile phone, but this will only be used to make and receive school phone calls during the day. On residential trips when personal calls are necessary, they should not be made in the presence of pupils.

CAMERAS

Cameras are an integral part of the new technological mobile phone. These cameras enable users to take high quality pictures. These can then be sent instantly to other mobile phones or email addresses. They can be posted on the Internet or in chat rooms. The new generation of mobile phones are equipped with still and video technology. There is the potential for camera mobile phones to be misused in schools. They can become an instrument of bullying or harassment directed against pupils and teachers. With regard to mobile phone cameras, **a member of staff should never use their personal phone to photograph or video a pupil(s), nor allow himself or herself to be photographed or videoed by a pupil(s).**

SOUND RECORDING

Some subjects, particularly French, will record children for Speaking examinations. This will be done by the Head of French, with care, observing confidentiality and using the program recommended by the Senior School or ISEB (such as Audacity).

Any other sound recording cannot happen without permission obtained from parents first, and second, it can only be made using school equipment. It cannot be done using a personal mobile phone.

Consequences of failing to comply

Staff should understand that failure to comply is likely to result in disciplinary action or, in certain circumstances, a child protection allegation. The latter might involve suspension from work pending a Police investigation. Any offence of this nature involving a pupil is likely to be viewed as a serious disciplinary offence up to and including dismissal. If any person is unclear about the above points above, the Head should be consulted for clarification.

- Only the School digital and video cameras are used to support areas of the curriculum. Photographs are used in display, the Early Learning Journals, Artwork and ICT and school publications. (with permission from parents)

Guidance for pupils to reduce risk

Children will be taught to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet.

16. PHYSICAL CONTACT AND RESTRAINT

Staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person. Evidence of physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding or disciplinary procedures. Refer, also, to the School's Behaviour Policy and the DfE Behaviour and discipline in schools (2014). Where use of restraint is appropriate, it will be carefully used with relation to a child's safety and the welfare of others. It is recommended that if a member of staff, after consultation with management and colleagues, decides some restraint is a requirement of keeping children safe in a classroom, that it is added to the risk assessment for the form room.

17. BULLYING AND RACIST INCIDENTS

Staff should understand that, in dealing with allegations or incidents of bullying, it might be necessary to invoke safeguarding procedures. Detailed guidance on bullying and racist incidents and the procedures to follow are provided in the School's Anti-Bullying Policy, which can be found in the Staff Handbook and the is available from the Main School Office or can be viewed on the school website. (and see peer on peer abuse, above)

18. HEALTH AND SAFETY

The School's Health & Safety policy, which is set out in a separate document, reflects the consideration given to the protection of our children both within the school environment and when away from the School when undertaking school trips and visits. This is available to parents on request.

19. INTIMATE CARE

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene i.e. care associated with continence, washing etc whilst preserving a child's dignity and privacy. Please refer to the school's nappy changing policy. There must always be two members of staff present when dealing with an issue of intimate care. The child's dignity will be considered at all times. The member of staff dealing directly with the child must wear latex gloves.

20. MISSING CHILD POLICY

If during the school day a child goes missing the following procedures will be put into operation:

As soon as a child is missed the Principal and Headmaster must be informed immediately. An instant decision will be made concerning contacting the police.

A search will proceed as follows:

1. Checks in the immediate vicinity will be made.
2. The school and grounds will be checked.
3. If following a check of the school and grounds the child should still be missing, parents and police will be contacted.

Ofsted will be immediately notified in the case of a missing child.

21. TEACHING CHILDREN HOW TO KEEP SAFE

Children are taught about safeguarding and how to keep themselves safe, including online, through the curriculum and PSCHEE as appropriate to their age.. This will include the talks given by the Police Community Officer. Particular attention is paid to practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. These practices are delivered when age appropriate and delivered through planned components of the curriculum. Children need to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety will usually be integral to the school's ICT curriculum and can also be embedded in PSHE and sex and relationships education (SRE). The latest resources promoted by DfE can be found at:

- *The use of social media for on-line radicalisation*
- The UK Safer Internet Centre (<https://www.saferinternet.org.uk/about>)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

22. PREVENT

The PREVENT strategy and protecting children from radicalisation

If an adult has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the DSL (Mr. Douch) or deputy DSL (Mrs Miles), and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support. At the time of writing, Sompting Abbots is not in a Prevent priority area.

An adult can also contact the local police force or dial 101 (the non-emergency number). The police can then talk in confidence about concerns and help a member of staff or the child concerned gain access to support and advice.

The Department for Education has dedicated a telephone helpline (**020 7340 7264**) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

IMPORTANT: the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

In the case of pupils identified as being at risk of radicalisation, staff and the DSL will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example.

23. FGM/HBV

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must report this to the police and the DSL.

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

24. EYFS CHILDREN

The School will report to Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after EYFS children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Such a report must be made as soon as is reasonably practical and at least within 14 days.

25. CHILDREN MISSING FROM EDUCATION (CME): DELETION OF PUPIL'S NAME

The School will inform the local authority (where the child is resident) where a pupil's name is going to be deleted from the admission register. The school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

The duty arises as soon as the grounds for deletion are met and in any event before deleting the child's name. *(See Regulation 8(1)(d),(e),(g),(i) and (m) and 12(3) of The Education (Pupil Registration) (England) Regulations 2006, and see also KCSIE 2016.)*

Our School and the local authorities will work together to agree on methods of making returns. When making returns, our school will highlight to the local authority where it has been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. We will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

26. CME: DUTY TO REPORT ATTENDANCE ISSUES

“The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.”- KCSIE

1. All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
2. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
3. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education
(From statutory DfE document Children Missing Education, September 2016)

Our School continues to have a legal duty to report certain attendance issues to the LA:

- i) **ten days of unauthorised absence** (other than for reasons of sickness or leave of absence),
- ii) **failure to attend regularly**, and
- iii) **deletion from the school register when the next school is not known.**

With regard to the third point, the School will report the matter to the LA immediately.

Where a parent notifies the school that a pupil will live at another address, the school is required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The School must also notify the local authority when a pupil’s name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil’s name is deleted from the register. This duty does not apply where the pupil has completed the school’s final year, unless the local authority requests for such information to be provided. A pupil’s name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil’s whereabouts after jointly making reasonable enquiries.

A child going missing from school is a potential indicator of abuse or neglect.

Sompting Abbotts School Schools will enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the School will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity. The School will monitor pupils' attendance through the daily register. Our School will monitor attendance closely and address poor or irregular attendance by this being referred to the local authority.

The School will report to the local authority and the local authority where the child is normally resident if a pupil fails to attend school regularly or has been absent from school without the School's permission for a continuous period of ten school days or more.

The School will notify the local authority within five days when a pupil's name is added to the admission register. The School will also provide the local authority with all the information held within the admission register about the pupil. (This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.)

The School will notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. (This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.)

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the School and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the School does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed-period-exclusion.

This information can be found in the <https://www.gov.uk/government/publications/school-exclusion> statutory guidance.

Sompting Abbotts School, as an independent school, has a similar safeguarding duty for their pupils to a maintained school with regard to Pupil Absence. Further information about schools' safeguarding responsibilities can be found in the KCSIE statutory guidance. This link will take you to the updated KCSIE page from Sept. 2018: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

"Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided." (KCSIE, 2018)

The School will also work closely with Social Services, usually attending meetings at the County Government Building at Centenary House, Worthing when necessary.

(Address: Centenary House, Durrington Ln, Worthing, West Sussex, BN13 2PQ

Phone: 01903 839502)

Policy reviewed by Stuart Douch, Head and DSL on: 26/1/19

Signed: S. J. DOUCH

Policy reviewed by the Directors on Date:

Signed:

APPENDIX 1. IMPORTANT CONTACTS

West Sussex Safeguarding Children Board
Resource Team
Room 16
Durban House
Durban Road
Bognor Regis
PO22 9RE

The LADO for West Sussex County Council is Lindsey Tunbridge-Adams.

Tel: **0330 222 3339** Email: Lindsey.Tunbridge-Adams@westsussex.gov.uk

The Assistant LADO is Claire Coles.

Tel: **0330 222 3339** Email: Claire.Coles@westsussex.gov.uk

LSCB Out of hours helpline: **01903 694422**

Multi-Agency Safeguarding Hub Contact:

- Request for support E-Form: <http://sussex.procedures.org.uk/>
- Email: MASH@westsussex.gcsx.gov.uk
- Telephone: 01403 229 900
- Out of Hours: 0330 222 6664

Appointed person for child protection (DSL): Stuart Douch (Headmaster)
headmaster@somptingabbotts.org.uk

Sompting Abbotts Nursery Manager: Joanna Carrington jcarrington@somptingabbotts.org.uk

Person registered with Ofsted and deputy DSL: Kirsty Miles (Head of Pre Preparatory)
head_of_preprep@somptingabbotts.org.uk

Ofsted: **Tel 0300 123 1231**
Piccadilly Gate
Store Street
Manchester
M1 2WD

APPENDIX 2. DEFINITIONS AND SIGNS OF ABUSE

Staff are provided with a guide to definitions and signs of abuse during their training, as follows:

From KCSIE (2018)

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

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

Physical Indicators:

- Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument (belt buckle, electric cord) on an infant in various stages of healing that are seen after absences, weekends, or vacations.
- Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen, buttocks; immersion burns producing "stocking" or "glove" marks on hands and feet; "doughnut shaped" marks on buttocks or genital area.
- Rope burns.
- Infected burns indicating delay in treatment; burns in the shape of common household utensils or appliances.

Behavioural Indicators:

- Behavioural extremes (withdrawal, aggression, regression, depression).
- Inappropriate or excessive fear of parent or caretaker.
- Antisocial behaviour such as substance abuse, truancy, running away and fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Lies unusually still while surveying surroundings (for infants).
- Unusual shyness, wariness of physical contact.

Signs of Sexual Abuse

Physical Indicators:

- Torn, stained or bloody underclothes.
- Frequent, unexplained sore throats, yeast or urinary infections.
- Complaints about pain and irritation of the genitals.
- Sexually transmitted diseases.
- Bruises or bleeding from external genitalia, vagina or anal region.
- Pregnancy.

Behavioural Indicators:

- The victim's disclosure of sexual abuse.
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark).
- Promiscuity or seductive behaviours.
- Disturbed sleep patterns (recurrent nightmares).
- Unusual and age-inappropriate interest in sexual matters.
- Avoidance of undressing or wearing extra layers of clothes.
- Sudden decline in school performance, truancy.
- Difficulty in walking or sitting.

Signs of Emotional Abuse

Physical Indicators:

- Eating disorders, including obesity or anorexia.
- Speech disorders (stuttering, stammering).
- Developmental delays in the acquisition of speech or motor skills.
- Weight or height level substantially below norm.
- Nervous disorders (rashes, hives, facial tics, stomach aches).

Behavioural Indicators:

- Habit disorders (biting, rocking, head-banging).
- Cruel behaviour, seeming to get pleasure from hurting children, adults or animals; seeming to get pleasure from being mistreated.
- Age-inappropriate behaviours (bedwetting, wetting, soiling).

- Behavioural extremes, such as overly compliant or demanding; withdrawn or aggressive; listless or excitable.

Signs of Neglect

Physical Indicators:

- Poor hygiene, including lice, scabies, bedsores, body odour.
- Squinting.
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
- Untreated injury or illness.
- Lack of immunizations.
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds).
- Height and weight significantly below age level.

Behavioural Indicators:

- Erratic school attendance.
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Assuming adult responsibilities.
- Reporting no carer at home.

APPENDIX 3. FORM FOR REFERRAL TO WSSCB

Request for Support Form (Professionals)

Information supplied will be shared with other professionals supporting families to provide relevant services. Where families request support, parental consent should be gained (or young person consent where appropriate.) **In the case of a Child Protection concern or professional worry, no consent for referral is required.**

Please complete this form as thoroughly as possible. Please include copies of any relevant assessments or additional information that will help in identifying the right level of support for the family / young person.

Please send completed referral to MASH@westsussex.gcsx.gov.uk

Date of Referral?

Are there immediate safeguarding concerns?		Yes/No					
Are the parent/s/carers / aware of this referral?		Yes/No					
Have the parent/s/carers / given consent for this referral and for us to share their information with other agencies?		Yes/No					
Does the child or young person know about this referral? If so what do they think about it? If not what do you think they might feel about it?		Yes/No					
Your name and agency/relationship to family: Address, contact number and email:							
Family Name(s) / Young Person's Name:		EDD/DOB:					
Alternative Surname(s):		FWI:					
Family Address (inc. postcode):		Holistix:					
		NHS number:					
		Religion:					
		First language:					
		Interpreter needed <input type="checkbox"/> y <input type="checkbox"/> n <input type="checkbox"/>					
Home telephone number:		Immigration Status:					
Mobile – Carer / Young Person:		Other:					
Email address:							
Does the Young Person have a Caring Role? <input type="checkbox"/> y <input type="checkbox"/> n <input type="checkbox"/>							
Household details – all those living in the family home (unless referral for Young Person only)							
Full Name	DOB	Age	Gender	Family Member (Mum, Dad, Child, Nan etc)	Ethnicity	Disabilities / long term health conditions:	Education setting

Significant others: Details of other family/friend networks (not living in the family home)							
Full name	DOB	Relationship to family			Contact details		

GP Details:
Name and Surgery:
Risk Factors:
<p>Are there any known risk factors / safety issues (e.g. family member that poses risk to professionals or themselves, dangerous animals, community issues etc?) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes please provide further information:</p>
<p>Signs Of Safety – please be as detailed and clear as possible when completing this section as this will help us decide what level of support is needed (i.e. Joe Bloggs is displaying aggressive behaviour at home – What does this look like? How frequent is this? How long has it been going on? Why does this worry you? How does this impact on the child/young person/family?)</p>
<p>What are you worried about / Reasons for referral? (risks and complicating factors, and harm past and present i.e. safeguarding concerns, inappropriate caring role, CSE concerns, substance misuse, young person’s emotional wellbeing or functioning (e.g. Low mood / self-esteem, self-harm, suicidal ideation, education, anxiety, taking medication))</p>
<p>What’s going well? (family strengths and proven ability to keep safe from harm/meet needs)</p>
<p>What needs to happen next / change in order to support the family / young person? (i.e. Safety planning, any specific service recommendations for the family)</p>

Child / Young person / Parent comments	
Signature	Cc'd to