



SAFEGUARDING POLICY and PROCEDURE

A legal requirement and an ISI Reporting Standard

This policy was adopted on 31st August 2020

This policy is due for review in August 2021

Key contacts

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References:

- A. Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements, ISI, September 2018
- B. Keeping Children Safe in Education - DfE guidance dated 1st September 2020.
- C. Working Together to Safeguard Children – DfE guidance, September 2018.
- D. Disqualification under the Childcare Act 2006
- E. What to do if you're worried a child is being abused (March 2015)
- F. Statutory Framework for the Early Years Foundation Stage, DfE, April 2017.
- E. "What is child abuse?" NSPCC Information document (www.nspcc.org.uk)
- G. Prevent Duty Guidance: for England and Wales, (July 2015)
- H. The use of social media for on-line radicalisation (July 2015)
- I. Children Missing Education - statutory guidance for Local Authorities, Sept 2016
- J. Sexting in Schools and Colleges – UKCCIS guidance.
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SAFEGUARDING POLICY

1. Vinehall's commitment to acting in the best interest of child

The safeguarding and promoting of the welfare of all our pupils at Vinehall School is our highest priority. Safeguarding is the responsibility of everyone who comes into contact with children and as such any staff member can make a referral to Children's Services if they have concerns. Staff should never assume that somebody else will take action. In order to have a full picture of a child's needs and circumstances everyone who comes into contact with them has a role to play in identifying concerns and sharing information.

Our staff make sure that our approach is child-centred and we must consider, at all times, what is in the best interests of the child. This means that sometimes we have to take actions which some parents/guardians could find threatening. In such cases we will work towards mutual understanding. We will explain our professional responsibilities and we will give every reassurance as to our motives but we will always stress that, for us, children's needs have to come first. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has robust arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

We are alert to any issues of concern in the child's life whether at school, at home or elsewhere. All staff, but especially the DSL will consider the context within such incidents and/or behaviours occur. This is known as contextual safeguarding which simply means assessment of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. We are prepared to identify children who may benefit from Early Help and have provision in school for listening to children (*see point 2 below and Children on page 4*).

Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his or her full potential and feel positive about him or herself as an individual. All pupils should care for and support each other. Our school will provide a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child.

Any deficiencies or weaknesses in safeguarding arrangements will be remedied without delay.

Legal Framework

Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent educational establishments, including free schools and academies.

Under section 10 of the Children Act 2004, all maintained schools, further education college and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Under section 14B of the Children Act 2004, the East Sussex Safeguarding Children Partnership can require a school or college to supply information in order to perform its functions. This must be complied with.

Under section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register and schools providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018*
- *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2020*
- *Pan-Sussex Child Protection and Safeguarding Procedures*
- *Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018*
- *Statutory Framework for the Early Years Foundation Stage, April 2017*

Early Years and Foundation Stage (EYFS) children at Vinehall refer to children from 2 to 5 years of age in our Pre-Nursery, Nursery, Kindergarten and Reception classes. Vinehall EYFS is included in both this Safeguarding Policy and the suite of Safeguarding Policies (at A6) with the whole school.

Safeguarding and promoting the welfare of children is defined as

- Protecting children from maltreatment
- Preventing impairment of children's physical and/or mental health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable children to have the best outcomes.

Child Protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Both mental health and physical health should be considered here.

This policy is available to parents and prospective parents on the School's website or on request from the School Office.

2. Vinehall's procedures for dealing with and referring concerns about children in need/at risk

Our policy applies to all staff and governors working at Vinehall, all of whom have a responsibility for safeguarding and promoting the welfare of children and for ensuring that they are protected from harm.

In drawing up this policy Vinehall appreciates the difference between a child in need – a vulnerable child – and a child at risk – a child already suffering harm, or likely to suffer harm in the future. This understanding is reflected in the School's 'traffic light' system which is utilised and minuted in weekly staff meetings to flag concerns about individual children and categorises such concerns as 'red', 'orange' or 'green' on an ongoing basis.

We will ensure that our staff all understand the additional safeguarding vulnerabilities for certain groups of children or characteristics, and how to address them. These additional ones can include:

- Looked after children and previously looked after children
- Care Leavers
- Children with special educational needs or disabilities
- Young carers
- Children showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Children frequently go missing from care or home
- Children misusing drugs or alcohol themselves;
- Children at risk of modern slavery, trafficking or exploitation;
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Children who have a family member in prison (or affected by parental offending)
- Children who have returned home to their family from care
- Children showing early sign of abuse and/or neglect
- Children at risk of being radicalised or exploited
- Privately fostered children
- Children who are at risk of harmful practices (FGM, honour-based abuse or forced marriage)
- Children who are persistently absent from education

Children with special educational needs and/disabilities (SEND) can often be vulnerable and are raised in our weekly meetings for monitoring and extra pastoral support when needed. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

We recognise that because of the day to day contact with children, staff are well placed to observe the outward signs of abuse, particularly in a boarding school setting. We will therefore:

- Ensure that our staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
- Advise staff to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, our staff should always act in the best interests of the child.
- Ensure staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

- Ensure that children know that there are adults at Vinehall whom they can approach if they are worried.
- Include opportunities in the PSHE (Life Skills) curriculum for children to develop the skills that they need to recognise and stay safe from abuse.

We will follow the procedures in line with Pan-Sussex Child Protection and Safeguarding Procedures and have regard to guidance issued by the Department for Education (DfE).

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of our Life Skills curriculum (PSHEE).
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The School behaviour policy which is aimed at supporting vulnerable pupils in the School. Vinehall will aim to ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children's Service Department, Child and Adolescent Mental Health Service, Behaviour, Attendance and Support service and educational psychology service.
- Ensuring that, where a pupil with a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

All staff and parents should be fully aware of our Safeguarding and Child Protection Policy and to whom they should report any concerns. Pre-Prep staff should report any concerns to Head of Pre-Prep, who will discuss with the DSL, or directly to the DSL.

All staff are trained to understand the Safeguarding Policy and procedures which ensure that they have up to date knowledge of safeguarding issues.

The School must have regard to the Government's statutory guidance 'Keeping Children Safe in Education', Part 1 (September 2020) of which must be read by all staff (a register is kept on which all staff have signed to confirm that they have read Part 1 of KCSIE), and 'Working together to Safeguard Children' (September 2018). If we have concerns about children's safety or welfare, we must notify agencies with statutory responsibilities without delay. This means the local children's social care services and in emergencies (and if judged appropriate), the police.

Supporting Children

At the beginning of term, Form Tutors should ensure that their class understand that if they have any problems or complaints they should feel able to tell one of the following:

- Class / Form Tutor
- Subject teacher
- School Nurse

- Matron
- Deputy Head
- Head / Head of Pre-Prep
- Any other member of staff (including Pre-Prep Teaching Assistants / Individual Needs Assistants).

The children should feel assured that the staff will listen sympathetically and non-judgementally and that:

- If they do not feel able to talk to a member of Vinehall staff there is an Independent Listener, Mrs Margie Redstone, who can be contacted.
- They have access to a phone in the dispensary and to ChildLine. The phone number for ChildLine is posted around the school (0800 1111).
- Children are also made aware of the Worries Box (outside room 19) and the Help Me button on the school Intranet.
- Every child in years 5-8 has a diary which contains guidance on who and where to turn for advice, including the confidential help line, ChildLine. This number is also displayed in the dispensary.
- The Children's Commissioner can also be contacted:
www.childrenscommissioner.gov.uk/issue_rooms/commissioner
- We encourage our senior pupils to maintain a watchful eye over younger children and to report any concerns immediately.

Parents

Parents are encouraged to share minor problems with their child's form teacher or appropriate member of staff. If appropriate, the problem will be taken to and dealt with by the Assistant Head Pastoral. Problems of a more serious nature should be raised either orally or in writing with the Head, as set out in the Prep Parents' Handbook.

PROCEDURES FOR DEALING WITH SUSPECTED OR ACTUAL CHILD ABUSE

What Is Child Abuse?

Abuse may happen at home or at school. All staff have opportunities to observe evidence of abuse or neglect. All staff must be aware of the possibility of abuse and be vigilant. All staff must be prepared to identify children who may benefit from early help. Suspicions of abuse may arise through observation or from information from parents, children, or other staff. Abuse may not happen solely between adults and children.

Everyone who comes into contact with children and families in their everyday work at Vinehall, including people who have a specific role in relation to children, has a duty to safeguard and promote their welfare. This includes identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment. These duties extend in different ways, both to children who may have experienced or are at risk of serious harm, as well as to children in need.

Some safeguarding concerns arise with very few previous indicators as a 'one-off' serious

incident and staff have AN ABSOLUTE DUTY to refer any suspicions IMMEDIATELY to the DSL (unless the DSL is accused or absent, in which case the Deputy DSL should be approached).

More often it is an accumulation of a number of small incidents, events or observations, sometimes over a period of days, weeks or even months that eventually provide the evidence that harm is being caused to a child. Anyone within Vinehall may become aware of these types of low level concern and staff should note the definitions and indicators of abuse at Appendix 1.

It is vital therefore that staff record any concern they may have about a child's welfare and pass on to the DSL using MyConcern safeguarding software which can be found at: <https://myconcern.education/>.

When they have logged into this software staff will be asked to Report a Concern and fill in an online form with details.

All staff who have a Vinehall e-mail address have access to MyConcern and can access this site. Any staff without a Vinehall e-mail address should use a Cause for Concern form which they can obtain from the Front Office. All safeguarding and welfare concern, discussions and decisions are recorded in writing in MyConcern. This includes hate incidents e.g. racist, homophobic and gender or disability-based bullying.

When recording the incident or concern, you should distinguish between

FACT (something you know for yourself)

OBSERVATION (something you have witnessed),

ALLEGATION (something you have been told) and

OPINION (What you think based upon what you know, have witnessed, been told or has occurred).

It is important that children receive the right help at the right time to address risks and prevent issues escalating and care must be taken not to impose high thresholds for such referrals. It is important to act on and refer the early signs of abuse and neglect and radicalisation; keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. The Continuum of Need (Children and Young Peoples' Trust, East Sussex or CYPT) is used to provide Vinehall staff and The Welfare Team with a shared understanding and common language around needs and risks surrounding children and their families. It is used alongside the Continuum of Need indicators which provide descriptors of need for each level. It does not however replace professional judgement or assessment and planning tools. Early intervention is advised to offer advice, guidance and support and to reduce the escalation of any needs to a higher level.

Responses to concerns about children have to be based on as much clear evidence as possible. *In a case where a pupil is identified as being at risk of radicalisation, staff will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care (see also Preventing extremism & radicalisation Policy).*

If the allegations concern the possible abuse of children by a member of staff or volunteer working in the school, then the Local Authority Designated Officer (LADO) Amanda Glover (01323 466606 or 07825 782793) or email amanda.glover@eastsussex.gov.uk will be contacted immediately and within one working day in the case of a disclosure of abuse and their advice followed. This may include referring the matter to the East Sussex Safeguarding Children Partnership and the East Sussex Multi Agency Safeguarding Hub (MASH), which includes police representation. This body will then determine the conduct of the investigation or advise that the matter be dealt with through the School's internal disciplinary procedures.

If there are concerns about children's safety or welfare, staff must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police. For children who are in need of support or are the focus of concern, advice may be sought from East Sussex Safeguarding Children Partnership or The Multi Agency Safeguarding Hub 'MASH' (01424 724144) or out of hours (01273 335905/6). Normal referral processes are also available when there are concerns about children who may be at risk of being drawn into terrorism.

The DSL and Deputy DSLs have a 24-hour phone number available to all. DSL: (M): 07793 552908. Amanda McKnight is the designated person for EYFS (M): 07808 033220. The School Nurse keeps a record of physical injuries and is informed from any A & E Department if a Vinehall School child attends and the reason for attending.

If staff are concerned about a child's wellbeing they should discuss their concerns with the DSL / Head of Pre-Prep Department first. Consideration should then be given to sharing that concern with the child's parents and whether to advise counselling from a qualified child counsellor.

Early Help

Children who are likely to benefit from Early help may include the following:

- Children with special educational needs or disabilities
- Young carers
- Children showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Children who frequently go missing from care or home
- Children misusing drugs or alcohol themselves;
- Children at risk of modern slavery, trafficking or exploitation;
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Children who have returned home to their family from care
- Children showing early sign of abuse and/or neglect
- Children at risk of being radicalised or exploited
- Privately fostered children
- Children who are at risk of harmful practices (FGM, honour-based abuse or forced marriage)
- Children who are persistently absent from education
- Children who have a family member in prison (or affected by parental offending)

Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency approach. These children will be identified as being on Level 3 of the Continuum of Need. Assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

Risk of Immediate serious harm

If at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. **Anybody can make a referral.** If the child's situation does not seem to be improving, the staff member with concerns should press for re-

consideration. Concerns should always lead to help for the child at some point.

Never think abuse is impossible at Vinehall, or that an accusation against someone you know well and trust is bound to be wrong; always maintain an attitude of 'it could happen here' where safeguarding is concerned.

WHAT TO DO IF A CHILD APPROACHES YOU

If a child approaches you:

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
- If possible, write brief notes of what they are telling you while they are speaking (these may help later if you remember exactly what was said) – and keep your original notes, however rough and even if you wrote on the back of something else. If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards. Always date and sign the notes. Good record-keeping underpins future action.
- Do not give a guarantee that you will keep what is said confidential or secret – if you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that you are going to be told something important that needs to be sorted out; that you will need to tell the people who can sort it out; but that you will only tell people who absolutely have to know.
- Your job is not to investigate but merely to receive the child's story. You may however have to ask some simple, open 'prompt' questions Don't ask leading questions that might give your own ideas of what might have happened (e.g. "Did he/she do X to you?"); ask instead questions like "What do you want to tell me?" or "Can you tell me when... who...?"
- Immediately tell the DSL, unless he is accused or suspected of abusing, in which case you should tell the Chair of Governors. Make sure that when you do so you distinguish between fact, observation, allegation and opinion. You should not tell other adults or children what you have been told.
- Never attempt to carry out an investigation of suspected or alleged abuse. The LADO, East Sussex Children's Services and police are trained to do this.
- As soon as possible (and certainly the same day) the DSL will discuss the matter with the SPOA (Single Point of Advice) Tel: 01424 724144, the LADO or with the Police.
- Children often tell other young people, rather than staff or other adults, about abuse. It is therefore important to make sure that prefects and other older pupils are aware of relevant points contained within this policy. This is included in the Year 8 Life Skills programme.

3. Vinehall's arrangements for dealing with allegations of peer-to-peer abuse,

Staff should be aware that peer to peer abuse may occur such as sexting (youth produced sexual imagery), online as cyber-bullying, banter, sexual assaults and gender-based issues. The same procedures should be followed set out in the above section. A bullying incident will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.'
(see also A8 for Vinehall's Anti-bullying policy).

All reports of peer on peer abuse will be reported to the DSL and recorded on the safeguarding files for each child involved. The DSL will analyse the information and take action as necessary and record the outcome. When being made aware of a disclosure or report of peer on peer abuse all staff will:

- Not promise confidentiality
- Be supportive and respectful of the child;
- Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Record the facts as the child presents them, without reflecting the personal opinion of the note taker as such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- If possible, have two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.
- Staff will consider what support might be needed for the alleged perpetrators as well as the victims.

When there has been a report of peer on peer sexual abuse the DSL will make an immediate risk and needs assessment, based upon the ESCC Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Schools and The Brook Traffic Light Tool. This plan will be recorded using the ESCC Safeguarding Risk Reduction Plan (SRRP) for Schools and Education Settings.

In all cases of peer on peer abuse, but especially those involving sexual violence and/or sexual harassment, the risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them;

Risk assessments or the SRRP will be recorded in writing and will be kept under review. At all times, the school will be actively considering the risks posed to all pupils and putting proportionate measures in place to protect them and keep them safe.

In the case of physical abuse consideration will be given as to whether it may be appropriate for the school to make use of the behaviour or anti bullying policy and processes to resolve the issue.

Further Information on Sexting (Youth Produced Sexual Imagery)

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then this will be escalated or the incident will be referred.

4. Vinehall's arrangements for handling allegations of abuse against members of staff, volunteers and the Head,

All allegations concerning staff, in the first instance, should be reported to the headteacher immediately. Any allegation against a member of staff will be reported to the LADO or the Police (if judged necessary) within 1 working day of the allegation being made

In the event that concerns relate to the DSL, such concerns should be taken to the Chair of Governors (see also 'Policy and Procedures for when a member of staff or volunteer faces allegations of abuse or general misconduct' in A6). We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education September 2020 are adhered to and will follow the flowchart in our appendix below. No member of staff or the governing body will undertake further investigations before receiving advice from the SPOA or the LADO.

- The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
- The headteacher will ensure that the child and family are kept informed of the progress of the investigation.
- The Personnel/HR lead for Vinehall will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).

- The Personnel/HR lead for Vinehall will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The Head will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.
- The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

Vinehall has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the Personnel/HR lead for the organisation. In the case of a member of teaching staff, a decision will be made about whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching

Should staff not feel able to raise concerns they can call the NSPCC *what you can do to report abuse dedicated* helpline on 0800 028 0285.

5. Vinehall’s staff code of conduct

The School’s Safeguarding Policy is also compiled with due regard to The Staff Code of Conduct (see A6)

6. Whistleblowing procedures

The School’s Safeguarding Policy is also compiled with due regard to our Online Safety Policy (A6) and Whistleblowing policy (A17: Staff policies).

7. Vinehall’s recruitment procedures

The School’s policy and procedures for the recruitment, selection and pre-employment vetting of staff are set out in the Standard Operating Procedure (SOP), filed in the Standard Operating Procedure folder on the ‘P’ drive within the ‘Staff’ file, under Recruitment and Selection.

All teachers, prior to appointment, are checked against the ‘Disqualified from Teaching’ database to which the school has access on the Teaching Regulation Authority (TRA) website. At least one person involved in the recruitment/interview procedure is also always ‘Safer Recruitment’ trained. We will also ensure that, prior to appointment, any electronic

references received are from a legitimate source and that, with internal candidates, references are provided from a senior member of staff with appropriate authority.

The School operates safe recruitment procedures in accordance with Part 4 of the DfE guidance. To this end, all members of the teaching and non-teaching staff at the School, including part-time staff, temporary and supply staff and visiting staff, such as musicians and sports coaches, are subject to the statutory child protection checks before starting work. We will ensure that alternative provision providers provide evidence that they have made the appropriate level of safeguarding checks on individuals working for their organisation. In addition, all Governors, volunteer helpers and adult members of the families of members of staff who live on site are also vetted.

When taking pupils on school trips or visits, staff must obtain assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation working with the School's pupil. (See also School Trips Policy at A9).

All new staff undertake individual Safeguarding training with either Head or a Deputy DSL. The staff sign to say they have received this training and this is held in their personal file. In addition to this, every member of staff is issued with a small credit card-sized plastic card during such training, reminding them of their safeguarding responsibilities and confirming what they need to do if they have cause for concern in this regard. For more information regarding Induction please see the Induction of New Staff, Governors and volunteers in Child Protection Policy at A6.

8. The management of safeguarding, including the identity and role of the board level lead and the training of the designated person, staff, volunteers and the head

The Welfare Team comprises a small group of staff who work together to deal with safeguarding and child protection issues across Vinehall School. Members of the Welfare Team will meet once each term and then as necessary for discussion and to agree action / monitoring of concerns.

The Welfare Team is responsible for:

- *Reviewing the procedures for safeguarding and monitoring the efficiency with which the safeguarding duties have been discharged.*
- *Ensuring that any deficiencies or weaknesses in child protection and safeguarding arrangements are remedied without delay.*
- *Approving amendments to child protection and safeguarding arrangements in the light of changing regulations or recommended best practice.*

Members:

Appointment	Name
Head	Mr Joff Powis
Deputy DSL (Prep)	Mr Dom Britt
Deputy DSL (Pre-Prep & EYFS)	Mrs Amanda McKnight
Deputy DSL (Boarding)	Mrs Quelli Coles
School Nurse	Mrs Kate Mannion
Designated Governor responsible for overseeing safeguarding	Mrs Jackie Mills

Responsibilities of Members of the Welfare Team

DSL (Joff Powis, Headmaster)

The DSL is the designated person with the status and authority to take responsibility for child protection matters. All cases of suspected abuse should be reported to him in the first instance. He will oversee referrals and play an active part in decision-making in child protection matters. Where the DSL believes there to be a borderline case, he will seek advice from Children's Services or other relevant agencies.

The DSL is responsible for:

- Ensuring he receives updated child protection training every 2 years from East Sussex Children's Services or an approved agency; and for passing on any new or key messages to other staff and governors. (most recent training April 18)
- Liaising with the Deputy DSLs and keeping them aware of any issues and ongoing investigations under section 47 of the Children Act 1989.
- Liaising with agencies providing Early Help services and coordinate referrals from the school to targeted Early Help services for children in need of support. Monitoring any cases referred to Early Help and consider referral to children's services where the situation does not improve.
- Reporting any accidental injuries, which have occurred within an Early Years setting, to Ofsted and the relevant SLES consultant in the Early Years Improvement Team
- Acting as a source of advice, support and expertise within the School and co-ordinating action regarding referrals by liaising with East Sussex Children's Services Department and other relevant agencies over cases of abuse.
- Ensuring that she is always available (during school or college hours) for staff to discuss safeguarding concerns and that there is always cover for the role at the School.
- Ensuring the School's Safeguarding/child protection policy is updated and reviewed annually, in conjunction with the designated Governor for safeguarding.
- Keeping detailed, accurate, secure, written records of referrals or concerns.
- When pupils leave the School, ensuring that their file is transferred to the new school as soon as possible. If a pupil leaves and the new school is not known, the DfE should be alerted so that these children are included on the database for missing pupils.
- Having training in how to identify abuse, and how to understand and respond appropriately to signs of possible abuse and neglect; knowing when it is appropriate to refer a case, together with having a working knowledge of how the East Sussex Safeguarding Children Partnership operates and the conduct of a child protection case conference; and being able to attend and contribute to these when required.
- Ensuring that staff induction includes child protection awareness and that each

member of staff has access to and is aware of the school's safeguarding and child protection policies. This is essential for staff that are part time or work with more than one school (e.g. trainee or supply teachers) or who are temporary or volunteers. (See Policy for the Induction of new staff, Governors and Volunteers in Child Protection at A6).

- Monitoring all child protection training undertaken across the School and ensuring that all members of staff receive training in Child Protection which is updated regularly in line with advice from the East Sussex Safeguarding Children Partnership. (Records of all child protection training are to be maintained by the Bursary who will also hold certificates given to individual members of staff in their personal files). Her responsibilities include liaison with the East Sussex Safeguarding Children Partnership about the Prevent Duty which arises from the school's full compliance with The Counter-Terrorism and Security Act 2015.
- Liaise with the person responsible for EYFS child protection (Head of Pre-Prep Department) and with the Welfare Team.
- Supporting staff in the requirements of the Prevent duty and providing advice and support to staff on protecting children from the risk of radicalisation.
- Supporting staff who make referrals to local authority children's social care and to the Channel programme.
- Referring cases to the Channel programme where there is a radicalisation concern as required.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the DBS and referring cases where a crime may have been committed to the Police and to the Teaching Regulation Authority.
- Complete an audit of the schools' safeguarding arrangements at frequencies specified by the East Sussex Safeguarding Children Partnership.
- Attending Governors' meetings and reporting on Safeguarding matters at least once each year.

Deputy DSLs (Dom Britt, Amanda McKnight and Quelli Coles)

The Deputy DSLs will:

- Assist the DSL and keep her aware of current issues.
- Receive the higher-level Safeguarding training provided by East Sussex Children's Services or an approved agency every two years.
- Maintain Safeguarding files.
- Organise training for members of the Welfare Team (and provide ongoing advice)
- Organise training for the whole staff every two years.

The School Nurse (Kate Mannion)

The School Nurse will liaise between the Welfare Team and parents/pupils.

9. How the board ensures proper oversight of safeguarding

The Governor designated with Safeguarding responsibility (Mrs Jackie Mills) will attend:

- The termly meetings of the Welfare Team.
- Meetings of the Risk Committee to take part in the annual review of Safeguarding and Child Protection policies
- Training provided by East Sussex Children Services or an approved agency in addition to the training for all staff at the school which takes place every three years.

She will also liaise directly with the Local Authority, if necessary, on any safeguarding matters or concerns they judge to be appropriate.

The Safeguarding and Child Protection Policy and the suite of Safeguarding Policies (at A6) are reviewed annually by Governors as part of the Risk Committee meetings. This is confirmed annually by the Governor with responsibility for Safeguarding in her termly report to the Main Board of Governors at the Annual General Meeting in December.

The responsibility of the Governing Body to undertake an annual review of the School's child protection and safeguarding policies and procedures and the efficiency with which the related duties are carried out, has been delegated to the Governors' Risk Committee. The Committee reviews the respective policies against a programme drawn up by the Bursar and its findings are reported to the Main Board of Governors, annually.

10. Vinehall's arrangements to fulfil other safeguarding and welfare responsibilities including teaching children how to keep safe on-line, Children Missing Education

Vinehall prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHEE (Life Skills) time for discussion of child abuse and in developing in pupils the confidence which they require to recognise abuse and to stay safe. This includes information on how children can stay safe on-line (see Life Skills Handbook for further information).

Site Security

Vinehall is situated on a beautiful site with amazing facilities and grounds. As such it is fairly open site which means that all staff members have a responsibility to ensure the buildings and ground are secure and for reporting concerns that may come to light.

We have keypads at all entrances into the school which children know the passcode for. This is changed regularly. We ask that all visitors report to reception to sign in before walking around the site. Our signing in system is computerised (Swipedon) and takes a photo of each visitor which is printed and put into a lanyard which all visitors and volunteers wear while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

Online Safety (use of ICT, the internet, mobile technology and social media)

Vinehall has an Online Safety policy which includes guidance for all pupils in relation to Online Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff at Vinehall are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances, the DSL should contact the Single Point of Advice for support on how to proceed with regards to talking to parents or carers about Online Safety. In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought.

See also Vinehall's Online Safety Policy for more information on the role of our Head of PSHE (Life Skills) and DSL in Internet Safety.

Children Missing Education

All Vinehall staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, or risk of FGM.

Vinehall will inform the local authority of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more. Attendance patterns will therefore be reviewed and responded to under safeguarding arrangements.

In line with the DfE's statutory guidance (Children Missing Education: Sept 2016), our Admissions Team will notify the local authority when a pupil's name is about to be removed from the school admission register under any of the fifteen grounds listed in the guidance at Annex A. This duty does not apply when a pupil's name is removed from the admission register at standard transition points. When removing a pupil's name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground under which the pupil's name is to be removed from the admission register.

Our Admissions Team will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point unless the local authority requests that such returns are to be made. (Please see our Maintaining Admissions and Attendance Registers Policy for more information in Section A1).

When a new pupil joins our school, and there is a record of safeguarding or welfare concerns, we will ensure that this information is shared appropriately with the DSL and the SENCO as necessary.

Information Sharing.

It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:

- it would place a child at increased risk of harm; or
- it would place an adult at risk of serious harm; or
- it would prejudice a criminal investigation; or
- it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
- required by law or a court order to share information.

Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

Consent is necessary, for:

- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.
- Early help (level 3) referrals and assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

Vinehall will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including welfare and safeguarding concerns, is forwarded under confidential cover to the pupils' new school as a matter of priority. The DSL will consider if it would be appropriate to share any information with the new school or college in advance of the pupil leaving. When a new pupil joins our school and there is a record of safeguarding or welfare concerns, we will ensure that this information is shared appropriately with the DSL and the SENCO.

The Data Protection Act 2018 and the General Data Protection Regulations 2018 are not barriers to sharing information and do not change duties under safeguarding.

Private Fostering Arrangements

In accordance with UK law regarding the safeguarding of children, the school has a duty to advise the Local Education Authority of any children attending the school who are subject to a Private Fostering arrangement. The parent making the arrangement and the carer also

have a legal obligation to notify the local authority about the arrangement. In addition, this is one of the duties which the school must fulfil in order to keep its Tier 4 Sponsor licence under the UK Visas and Immigration Service. (For more information please see our Overseas Pupil Guardian Policy in Section A6)

Reporting concerns and record keeping

All safeguarding and welfare concerns, discussions and decisions made will be recorded in writing and kept in line with the East Sussex Safeguarding Children Partnership guidance Keeping Records of Child Protection and Welfare Concerns Guidance for Early Years Settings, School and Colleges. At Vinehall we use MyConcern to log all safeguarding concerns.

Attendance patterns are reviewed and responded to under safeguarding arrangements

11. Contact details

Designated Safeguarding Lead	Joff Powis	07793552908
Deputy Designated Safeguarding Lead (Prep)	Dom Britt	07792863365
Deputy Designated Safeguarding Lead (Pre-Prep)	Amanda McKnight	07808033220
Deputy Designated Safeguarding Lead (Boarding)	Quelli Coles	07941 183365
Nominated Governor for safeguarding and child protection	Jackie Mills	jills@vinehallschool.com
Chair of Governors	John Giles	jgiles@vinehallschool.com

Local Authority Designated Officer (LADO)
Amanda Glover, (01323 466606 or 07825 782793),
email: amanda.glover@eastsussex.gov.uk

Independent Listener, Mrs Margie Redstone: (07702 370317)

SPOA (Single Point of Advice) 01424 724144
East Sussex Safeguarding Children Partnership
01273 481544 (lscbcontact@eastsussex.gov.uk)

12. Vinehall's policy on the use of mobile phones and cameras in the EYFS.

This is set out in the Vinehall Staff Code of Conduct (A8).

Mobile phones

- Staff must not communicate with children on their personal mobile phones.
- Staff must always use school mobile phones when communicating with children and this should only happen under exceptional or approved circumstances. For example, on a trip where children are allowed their phones, it may be necessary to text instructions for meeting times etc.
- Should a child ever discover and use a member of staff's mobile phone number, then the Deputy Head must be informed immediately.

- Photographs taken on mobile phones are increasingly the norm and staff are always encouraged to take photographs for use on the school website, magazine and similar publications. The school has cameras and Ipads that can be used to take photos and staff MUST make use of these school devices and should never use their own devices. Staff are encouraged to upload photos to the m/drive, then clear the photos from camera storage to allow for the next member of staff to use. Whilst our policy endorses use of the school's devices rather than personal devices, we also understand that there may be emergency or safety related situations where a personal mobile device needs to be used. In such a situation, the photos must be downloaded to the school within 24 hours where possible and then deleted from the device.
- Staff in Pre-Prep which includes EYFS children may not have their personal mobile phones on their person and on no occasion should personal mobiles be used to take photos of EYFS children. Mobile phones must be only be used out of sight of the children. On occasion permission may be granted for staff to have their mobiles for example on an outing, or when walking in the grounds for use should an emergency arise.

Appendix:

1. Definitions and Indicators of Child Abuse.
2. Managing Allegations Flow Chart

Related Child Protection Policies:

1. A8: Prevention of Bullying Policy.
2. A6: Online Safety Policy
3. A1: Physical Restraint Policy
4. A1: Behaviour Management Policy
5. A14: Complaints Policies.
6. A9: Health & Safety Policies.
7. A8: Preventing Extremism and Radicalisation Policy
8. Safeguarding policies:
 - A6: Online Safety Policy.
 - A6: Confidentiality Issues (Pupils) Policy.
 - A6: Taking, Storing and Using Images of Children Policy.
 - A6: Interaction with Pupils – Code of conduct for Staff.
 - A6: Policy and Procedures for Allegations of Abuse or General Misconduct.
 - A17: Whistleblowing Policy

Other Related Documents:

1. A17: Guidance for Supporting a Bereaved Child.
2. SOP 002: Policy and Procedures for the Recruitment and Selection of Staff (Revised August 2019). (Paper copies held by Bursar and Head's PA. Electronic copy available at Public / Staff / SOPs / SOP 002 - Recruitment).
3. Maintaining Admissions and Attendance Registers Policy (A1)
4. Overseas Pupil Guardian Policy (A6)

DEFINITIONS AND INDICATORS OF CHILD ABUSE

‘Abuse, Neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.’

‘Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family, or in an institution or community setting; by those known to them or, more rarely, by others (e.g. via the internet).’

Staff are trained to identify signs of possible abuse and neglect at the earliest opportunity and respond in a timely and appropriate way.

Staff will also be aware of inappropriate behaviour displayed by other members of staff or any person working with the children. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, suffocating, drowning 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 causes, ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness.

Signs of physical abuse **may** include (but are not limited to):

Bruises

- To the eyes, mouth or ears
- Finger tip bruising (grasp mark)
- Bruises of different ages in the same place
- Outline bruises (prints of hands, belts, shoes, etc)
- Bruises without obvious and verifiable explanations.

Burns, Bites and Scars

- Clear impressions of teeth (more than 3cm across)
- Burns or scalds with clear outlines
- Small round burns which may be from cigarettes
- Large number of different aged scars
- Unusual shaped scars
- Scars that indicate the child did not receive medical treatment

Other Injuries

- Poisoning, injections, ingestion or other applications of damaging substances including drugs and alcohol
- Female genital mutilation, including female circumcision

Neglect

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

Signs of neglect *may* include:

- Not receiving adequate food
- Exposed to inadequate, dirty and or cold environments
- Abandoned or left in circumstances without appropriate adult supervision which are likely to endanger them
- Prevented by their carers from receiving appropriate medical advice or treatment
- Mental Health problems

Depending on the age and capacity of the child, staff should be aware of possible self-neglect, where a child may not be following medical guidance or taking medication as prescribed. Where this is the case this should be raised as a safeguarding concern.

Sexual Abuse

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

Signs of sexual abuse *may* include:

- Mental Health problems
- Sexually transmitted diseases
- Recurrent urinary infections
- Genital and rectal itching and soreness

- Unexplained bleeding and discharges
- Bruising in genital region
- Sexual play/masturbation that is inappropriate to a child's age, development and circumstances
- Sexually abusive behaviour towards other children, particularly those younger and more vulnerable than themselves
- Pregnancy

Emotional Abuse

Emotional abuse is 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 cyberbullying), 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.

Signs of emotional abuse **may** include mental health problems such as:

- Abnormally passive, lethargic or attention seeking behaviour
- Specific habit disorders, e.g. faecal smearing, excessive drinking, eating unusual substances and self harm
- Severely delayed social development, poor language and speech development not otherwise explained
- Excessively nervous behaviour such as rocking or hair twisting
- Low self esteem

The following indicators show significant changes in children's behaviour and may occur to any children being abused but are particularly important in cases of sexual or emotional abuse where outward physical signs may not be present:

- Onset of enuresis day or night
- Sleeping and eating disturbance
- Running away or going missing from school, particularly on repeat occasions
- Recurrent abdominal pains, especially with no medical reason
- Recurrent headaches
- Social withdrawal
- Restlessness and aimlessness – an air of detachment or 'don't care' attitude
- Inexplicable school failure
- Poor trust and secretiveness

- Indiscriminate and careless sexual behaviour
- Drug abuse
- Self-mutilation and other forms of self harm
- Hysterical fits, faints, etc
- Reverting to younger behaviour
- Overly compliant behaviour.

N.B. Bullying and domestic violence are also forms of child abuse.

Signs of Female Genital Mutilation

Many girls may not be aware that they may be at risk of undergoing FGM but suspicions may arise in a number of ways that a child is being prepared for FGM to take place abroad. These include knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school. The child may also talk about a 'special procedure/ceremony' that is going to take place.

Girls are at particular risk of FGM during school summer holidays as this is the time when families may take their children abroad for the procedure. Possible indicators are similar to other forms of abuse, especially Sexual Abuse, including:

- Bleeding, discharge, urinary infections;
- Reluctance to receive medical attention or to participate in sporting activities;
- Prolonged absence from school, with noticeable behaviour change on return and long periods away from classes or other normal activities;
- Some children find it difficult to sit still in class and look uncomfortable or may complain of pain between their legs;
- Mentioning something somebody did to them that they are not allowed to talk about.

Any suspicion of **intended or actual** female genital mutilation must be referred to Children's Social Care and the DSL who will report this to the police if an act of FGM appears to have been carried out.

Specific Safeguarding Issues

It is possible that a specific safeguarding issue might arise with a child. Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. In such a situation, expert advice from professional organisations (e.g. the GOV.UK website and the *Pan-Sussex Procedures*) would be sought as they are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Staff should continue to have regard to their wider safeguarding responsibilities, which require consideration and action to be taken whenever there is any identified or known risk to a child. Staff should always consult the DSL.

Such specific safeguarding issues might include:

- a child going missing (see – Missing Child Policy)

- peer on peer abuse
- Child on child sexual violence and sexual harassment (see below for further information)
- relationships within the boarding house
- Child Sexual Exploitation (CSE)
- Child criminal exploitation: county lines
- bullying including cyberbullying
- Domestic Violence
- drugs
- Fabricated or Induced Illness
- faith abuse
- Female Genital Mutilation (FGM) – See above for recognising signs
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- Radicalisation (See also A8: Preventing Extremism and Radicalisation policy)
- A child being drawn into terrorism (see also A8: Preventing Extremism and Radicalisation Policy)
- Sexting
- Children in the court system
- Children with medical conditions
- Children with mental health problems

Further information on Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Further Information on Domestic Violence

The definition of “domestic violence and abuse” was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

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
- Emotional
- Financial

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For further information consult staff should consult East Sussex Domestic Violence and Abuse Protocol for Educational establishments May 2016.

Further Information on Self-harm and suicidal behaviour

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

Further Information on Child on Child sexual violence and sexual harassment

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 group or group of children. This can include, but is not limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting
- Initiating/hazing type violence and rituals.

It is important that staff at Vinehall take all victims seriously as experiencing sexual violence and sexual harassment may be stressful and distressing. Some groups of children are potentially more at risk, evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff at Vinehall are made 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;
- Not tolerating or dismissing sexual harassment as 'banter', 'part of growing up', 'just having a laugh', or 'boys being boys' and
- Challenging behaviour (potentially criminal in nature) such as grabbing bottoms, breast, genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

In the case of sexting the school will follow the UK Council for Child Internet Safety (UKCCIS) advice for schools and colleges on responding to sexting incidents. Based upon this, when determining a response the school will consider:

- Whether there is an immediate risk to a young person or young people
- If a referral should 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 will 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 young people 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 will be involved

The school will always make a referral to the 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 is known 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
- There is reason to believe a young person 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

Sexual Violence under the Sexual Offences act 2003 includes:

- Rape
- Assault by Penetration
- Sexual Assault (intentionally touching another person sexually without the consent of that person)
- Sexual Harassment – this is unwanted conduct of a sexual nature which can occur online and offline. It can include – sexual comments
 - Sexual 'jokes' or taunting
 - Physical behaviour e.g. deliberately brushing against someone
 - Online
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages including on social media
 - Sexual exploitation, coercion and threats
 - upskirting

Response to a report of sexual violence or sexual harassment

It is crucial that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. All decisions will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Minimising the risk of peer on peer abuse

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

Where the school are advised that a pupil may present a risk to other children, due to a factor outside of school, such as having spent time in custody, or experienced abuse themselves, a Safeguarding Risk Reduction Plan will be completed to ensure that all children at school can be safeguarded.

The use of Reasonable Force'

There are circumstances when it will be appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad ranges of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be retained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Further information can be found in the school's Positive Handling Policy in A1.

Further information on Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained

Making child arrangements via the family courts following separation can be stressful and entrenched conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Schools need to be mindful of the stress of these situations and signposting parents to external resources where necessary. Equally the impact upon staff of managing these situations also needs to be considered.

Further information on child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Further information on Serious Violence:

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Further information on So-called 'honour-based' violence including female genital mutilation and forced marriage:

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM (see above), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. 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

Further information on Children with medical conditions.

Children with medical conditions will be supported in accordance our Medical Policy and the statutory guidance Supporting Pupils at School with Medical Conditions 2015.

The school will ensure that arrangements are in place to support children with medical conditions. These arrangements will be informed through liaison with the parents and medical professionals, where appropriate, and dependent on the age and capacity, the child as well.

Most ongoing conditions will require an individual healthcare plan, unless it is agreed that this would be inappropriate and disproportionate.

The healthcare plan will be shared with staff as necessary, to ensure that staff are aware of what arrangements are in place, as well as any emergency procedures.

Systems are in place to ensure that the Designated Safeguarding Lead is kept informed of arrangements for children with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child.

Managing Allegations Flowchart

