



Lancing College

Preparatory School at Hove

# **Child Protection (Safeguarding) Policy**

**Lancing Prep Hove**

## 1 Policy statement

1.1 This policy applies to the Lancing College Preparatory School at Hove (Pre-School to Year 8). The core of the policy is also shared with Lancing College Senior School (Years 9 to 13) who have their particular, but overlapping, policy.

1.2 Where *staff* are referenced in this policy this covers all staff, including ancillary and support staff and volunteers working with children.

1.3 This policy has been authorised by the Governors, is addressed to all members of staff and volunteers and is available on the School website and to parents on request. It applies wherever staff or volunteers are working with pupils even where this is away from the College, for example at an activity centre or on an educational visit.

1.4 This policy is in accordance with locally agreed inter-agency procedures established by the Brighton and Hove Safeguarding Children Partnership (BHSCP).

1.5 **EYFS:** This policy is appropriate for all children in Lancing College Preparatory School at Hove from age 3 to 13.

1.6 The School aims to promote good behaviour amongst all of its pupils, with support, encouragement and guidance from all staff. As part of a happy and positive community, we expect all pupils to be diligent, honest and considerate in their relationship with others and we expect staff to treat pupils with kindness and fairness. In so doing we aim to create an environment in which all members of the School community can thrive and feel respected and valued.

1.7 Every pupil should feel safe and protected from any form of abuse (including that perpetrated by the use of technology i.e. cyberbullying) which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.

The School recognises that children with special educational needs (SEN) and disabilities may be particularly vulnerable to bullying and abuse, and can face additional safeguarding challenges, which may include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- 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.

1.8 The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**The School's key duties are defined as:**

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully;
- being alert to and aware of any child with a disability and taking appropriate action to ensure that he/she is not subject to any bullying in relation to the disability.

These aspects of safeguarding are cumulative and are pertinent with regard to various criteria by which Lancing Prep Hove is assessed by ISI during inspections. Related criteria include the following:

- The staff provide effective support and guidance for the pupils in accordance with the school's aims and consider at all times what is in the best interests of the child.
- Relationships are positive between staff and pupils and among the pupils themselves.
- The school is effective in promoting good behaviour and guarding against harassment and bullying, and it deals constructively with any unacceptable behaviour, taking due account of any related difficulty or disability.
- The safeguarding arrangements have regard to official guidance [in *Working Together to Safeguard Children* (HM Gov July 2018); in *Keeping Children Safe in Education* (DfE September 2021); in *Prevent Duty Guidance for England and Wales* (HM Gov July 2015) and *The Prevent duty - Departmental Advice for Schools and Childcare providers* (June 2015) in *What to do if you are worried that a child is being abused – Advice for Practitioners* (HM Gov March 2015) in *Information Sharing: Advice to practitioners providing safeguarding services* (HM Gov July 2018) and in *Sexual Violence and Sexual Harassment between Children in Schools and Colleges* [DfE September 2021] and in so doing take proper account of any particular circumstance or context of the school which may indicate a need for protocols greater than the minimum legal requirements.
- In the Early Years Foundation Stage, children's welfare is promoted effectively and the safeguarding of children is carefully ensured.

**The following extract is from the school's separate and full Anti-Bullying Policy.**

**Anti-Bullying Policy statement:**

The school will aim to **“provide a safe, welcoming, supportive and tolerant environment in which each pupil feels valued as an individual, and, in turn, learns the importance of tolerance and consideration towards others”**.

The whole School community has a responsibility to ensure that this is achieved and should not fail to address any issues relating to bullying/abuse when they are encountered.

The School will therefore:

- take all practicable steps to ensure all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report;
- ensure that we practise safe recruitment (including DBS checks) in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with regulations and statutory guidance given in *Working together to Safeguard Children* (HM Gov July 2018) and *Keeping Children Safe in Education* (DfE September 2021), and the *Education (Independent School Standards) (England) Regulations* (HM Gov, revised January 2015);
- ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection checks and procedures apply to those staff;
- ensure that we carry out all necessary checks on the suitability of people who serve on the College's Governing Body in accordance with regulations and guidance given in *Keeping Children Safe in Education* (DfE September 2021);
- ensure that induction training is in place for all staff and volunteers and that all staff are familiar with the contents of this policy, with the *Lancing College Staff Code of Conduct* and with Part 1 of *Keeping Children Safe in Education* (DfE September 2021) and that all staff who work directly with children are familiar with *Annex A of KCSIE* (September 2021);
- ensure that any temporary or voluntary staff are made aware of the arrangements for Child Protection and Safeguarding;
- ensure, in accord with *The Prevent duty - Departmental Advice for Schools and Childcare providers* (June 2015), that all visiting speakers are vetted as being suitable and are appropriately supervised;
- ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service promptly, and in any event, within one month;
- ensure that all staff who work at any time with children under the age of 8, or who are directly concerned in the management of early or such later years provision as is covered by the Regulation, are not disqualified under the Childhood (Disqualification) Regulations 2009;
- ensure that all of our pupils have a choice of members of staff that they can talk to if they are worried about something
- follow the local inter-agency procedures of the East Sussex and the Brighton and Hove Safeguarding Children Partnership (BHSCP);
- ensure that staff understand that they have the responsibility to identify children who may be in need of additional support or who are suffering, or are likely to suffer, significant harm and that staff further recognise their responsibility then to take appropriate action (to include working with other services, as necessary);

- protect each pupil from any form of abuse, whether from an adult or another pupil, being alert to the possibility of peer-on-peer abuse [e.g. sexual assault between young people, sexting, an imbalance of power in a relationship, initiation rituals or ‘banter’];
- be alert to signs of abuse both in the School and from outside; ensuring all staff members maintain an attitude of ‘it could happen here’ and feel able to raise concerns either about a child at risk or a member of staff whose behaviour may present a risk to a child;
- deal appropriately with every suspicion or complaint of abuse;
- design and operate procedures which promote this policy;
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- support children who have been abused in accordance with their agreed child protection plan;
- be alert to the medical needs of children with medical conditions;
- be alert to the needs of pupils at risk of emotional or mental ill-health;
- operate robust and sensible health & safety procedures;
- take all practicable steps to ensure that School premises are as secure as circumstances permit;
- operate clear and supportive policies on drugs, alcohol and substance misuse;
- educate and guide children on measures to keep themselves safe, including the safe use of the internet and digital technologies;
- be alert to the possibility of sexual violence and sexual harassment occurring between children
- consider and develop procedures to deal with any other safeguarding issues e.g. the risk or radicalisation, of FGM or of going missing from education which may be specific to individual children in our school or in our local area, including cared for children;
- have regard to guidance issued by the Secretary of State for Children, Schools and Families in accordance with section 157 Education Act 2002 and associated regulations;
- ensure that any deficiencies or weaknesses in regard to Child Protection arrangements are remedied without delay.

All child protection issues will be dealt with in accordance with the procedures detailed in this policy and in line with the guidelines regarding staff-pupil relationships, both of which are detailed in the relevant Staff Handbook.

1.9 Pupils are taught about keeping themselves and others safe, including online safety, through the curriculum, through PSHE, and through assemblies, discussions, presentations (including sessions for parents) and individual advice and guidance.

- This may include covering relevant issues through Relationships and Sex Education through Personal, Social, Health and Economic education.
- A wide variety of teaching and learning resources are available both locally and nationally. These include:
  - a. Brighton and Hove Safeguarding Children Partnership – we are already working within this structure, enabling us to identify the specific risks faced by children in our school so we can develop our safeguarding curriculum accordingly
  - b. UKCCIS have recently published their Education for a connected world framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18. That is accessed [here](#)

The PSHE Association provides guidance to schools on developing their PSHE curriculum including online safety.

#### 1.10 **Voice of the Child**

Lancing Prep Hove recognises the findings of *Working Together to Safeguard Children (2018)* where children expressed the wish for the following from Safeguarding systems:

- Vigilance – that adults notice when things trouble them
- Understanding and action – to be heard and understood and to have that understanding acted upon
- Stability – to be able to develop ongoing stable relationships of trust with those helping them
- Respect – to be treated with the expectation that they are competent rather than not
- Information and engagement – to be informed about and involved in procedures, decisions, concerns and plans
- Explanation – to be informed in the outcome of assessments and decisions and reasons when their views have not met with a positive response
- Support – to be provided with support in their own right as well as a member of their family
- Advocacy – to assist them in putting forward their views
- Protection – against all forms of abuse and discrimination, and the right to special protection and help if a refugee

1.11 Every complaint or suspicion of abuse from within or outside the School will be referred to the appropriate external agency: the Children’s Social Care Services department of the local authority or the child protection unit of the police (**CPU**) within 24 hours.

## **2 The Designated Safeguarding Lead**

2.1 Lancing Prep Hove has appointed a member of the Senior Management Team with the necessary status and authority (Designated Safeguarding Lead) to have overall responsibility for matters relating to child protection and welfare for the School. The current Designated Safeguarding Lead (DSL) is Mr Daniel Clifton, who may be contacted on 01273 503452 or [dclifton@lancing.org.uk](mailto:dclifton@lancing.org.uk). The DSL and/or his deputy will always be available in term time for staff to discuss any safeguarding concerns and appropriate cover arrangements are put in place for any out of term activities. In consultation with the DSL at Lancing College, Mr Richard Dolan, the main responsibilities of the DSL are:

- to co-ordinate the child protection procedures for the School;
- to be the first point of contact for/with external agencies in all matters of child protection for the School;
- to manage referrals, referring all cases of suspected abuse to the local authority children's social care and to the LADO (if the case concerns a staff member); the DBS (where a person is dismissed due to risk/harm to a child) and/ or the Police (where a crime may have been committed);
- to be the first point of contact for parents, pupils, teaching and non-teaching staff at the School;
- to arrange and maintain an ongoing training programme, including induction training, in safeguarding matters for all school employees, volunteers and Governors, ensuring that all staff are familiar with the content of and act upon key statutory guidance;
- to act as a source of support, advice and expertise to staff on matters of safety and safeguarding;
- to ensure the management of an effective and proactive approach to online safety, working closely with the IT Department and other staff, including ensuring that appropriate filters and monitoring systems are in place to ensure that children are, as far as is practicable, protected from risks posed by negative digital **content, contact, conduct and commerce**, and ensure through the PSHE programme and other areas of the curriculum that children are taught how to stay safe online. We have a Fortinet FortiGate Firewall which provides us with top-rated protection, high performance data traffic inspection, intrusion prevention, application control and web filtering. This ensures our staff, pupils and visitors are secure on the internet and our network is kept safe. It blocks access to malicious, hacked or inappropriate websites and we use category-based rules to ensure pupils of differing ages only have access to age appropriate material at the times they need it;
- to ensure that the school's acceptable use policies for mobile devices, policies for access to mobile devices, and guidance to parents, staff and children are regularly reviewed and careful consideration is given to the management of pupil mobile devices and degrees of access via the internet and 3G and 4G.
- to monitor the keeping, confidentiality and storage of records in relation to child protection; to keep detailed, accurate, secure written records of concerns and referrals, to request child protection files from the previous school of those pupils joining the College and to ensure that the child protection file of those pupils leaving Lancing is securely transferred to their new school or college as soon as possible;
- to be the nominated member of staff responsible for looked-after children, including those who are fostered;
- to consider the context within which safeguarding incidents and/or behaviours occur – i.e. contextual safeguarding, ensuring that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- to liaise with the child protection officer appointed by the Local Safeguarding Partnership Area (Local Authority Designated Officer);

- to liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs)) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- to have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and to attend and contribute to these and any other appropriate strategy meetings as required;
- to receive refresher training in this role every two years and to keep knowledge and skills updated at least annually, undertaking such training as is required in inter-agency working, in participation in child protection case conferences, in supporting children in need, in the *Prevent* strategy in identifying children at risk of radicalisation, in record keeping and in promoting a culture of listening to children;
- to encourage a culture of listening to children and prioritising of their wishes and feelings among all staff, ensuring that each member of staff has access to and understands the school's child protection policy and procedures.

He will:

- assist the Governing Body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002
- advise and act upon all suspicion, belief and evidence of abuse reported to him;
- keep the Head Mistress informed of all actions unless the Head Mistress is the subject of a complaint. In this situation, the DSL will report this to Mr Martin Slumbers, the Chairman of the Governing Body, or in his absence to Mrs Anne-Marie Edgell, the governing body safeguarding lead;
- liaise with children's social care and other agencies on behalf of the Prep School;
- be the lead for the school in engaging the relevant managing professional differences protocol when there is disagreement between the school and other agencies in respect of action to keep a child safe
- refer cases to the Channel programme where there is a radicalisation concern as required
- liaise regularly with the DSL at the College and Lancing Prep Worthing.

2.2 The DSL has one deputy: Mrs Lianne Morrison (Head of Pre-Prep). The deputy DSL is trained to the same level as the DSL. She will:

- Work alongside the Designated Person to assist in performing those responsibilities listed in 2.1 above;
- deputise in all matters of child protection in the absence of the DSL.



2.3 If the Designated Safeguarding Lead is unavailable or is himself the subject of a complaint (whereby the Head Mistress would be informed immediately as per procedures outlined in section 5.3), his duties will be carried out by Mrs Lianne Morrison, who has received appropriate training.

2.4 The Designated Safeguarding Lead and the Deputy DSL have undertaken training in child protection and interagency working to the appropriate level (recorded at Annex A).

### 3 WHEN TO BE CONCERNED

**All staff and volunteers should be aware of the main categories of abuse.**

3.1 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.

3.2 **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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Forms of abuse come under four distinct headings: Physical, Sexual, Emotional and Neglect. They are defined in *Keeping Children Safe in Education* (2021) as follows:

3.3 **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.

3.4 **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 from 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.

3.5 **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**3.6 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, for example, 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.

3.7 Possible signs of abuse include (but are not limited to):

- the pupil says s/he has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the pupil's behaviour stands out from the group or there is a sudden change in the pupil's behaviour;
- heightened anxiety (e.g. shying away from being touched/flinching at sudden movements) and/or low self-esteem;
- knowledge of sexual matters beyond what would normally be expected;
- property and work damaged or lost more than is usual for the age group;
- a pupil becoming withdrawn and reluctant to say why;
- the pupil's development is delayed;
- the pupil loses or gains significant weight;
- a pupil going missing or absent from school, particularly on repeat occasions;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.

The above list does not cover every aspect of child abuse. Staff may observe or become aware of other things that worry them and should always share concerns with the DSL.

**3.8 Other Types of Abuse:** Staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

3.9 All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying; prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- abuse in intimate personal relationships between peers (teenage relationship abuse);
- sexting (also known as youth produced sexual imagery, sharing nudes or semi-nude images/videos); and
- initiation/hazing type violence and rituals.

Further detailed information may be found in the *Policy on Peer on Peer Abuse* and all staff should be clear as to the School's policy and procedures with regards to peer on peer abuse.

3.10 Other Safeguarding issues can also be linked to (for example); child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence/violence against women and girls; radicalisation; relationship abuse and trafficking.

**Child Sexual Exploitation:** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online.

So Called '**Honour Based' Violence:** 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.

**FGM** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. There is a statutory duty on teachers to report personally to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Other staff should report to the DSL.

**Forced Marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 0207 008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

**Domestic Abuse** is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional and a child witnessing domestic abuse against another/others will be emotionally harmed.

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and refer concerns to the DSL.

#### **a) Prevent**

- From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard<sup>1</sup> to the need prevent people being drawn into terrorism<sup>2</sup>” must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.
- The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.
- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Partnerships
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent

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<sup>1</sup> According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions

<sup>2</sup> “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.
- The Department for Education has issued advice and social media guidance to schools and childcare providers to help them keep children safe from the risk of radicalisation and extremism.
- The Prevent duty also requires educational settings to ensure that preventing radicalisation and violent extremism is embedded within the curriculum. Staff are also expected to feel confident and competent in using appropriate pedagogical approaches to facilitate this learning. **Prevent duty advice**

**b) Channel Programme – for those at risk of radicalisation**

- School staff should understand when it is appropriate to make a referral to the Channel programme.<sup>3</sup> Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.
- The Channel Coordinator based at the Safer Communities team in the council at: Channel.Prevent@brighton-hove.gov.uk or call on 01273 291115
- Educational settings can also contact the Prevent Education Officer at: Channel.Prevent@brighton-hove.gov.uk or call on 01273 293926

- **Prevent Channel Referral Form**

Further advice and guidance regarding the Prevent duty and preventing radicalisation and violent extremism can be accessed on the Brighton and Hove Safeguarding Children Partnership website, accessed **here**.

**Special Educational Needs and/or Disabilities:** Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

**Children who go missing from school:** A child going missing from school is a potential indicator of abuse or neglect. 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 10 school days or more. The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in

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<sup>3</sup> Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006.

**Upskirting;** all staff are aware that 'up-skirting' is now a criminal offence and the school will take any allegations of such behaviour very seriously, responding as we would to any other disclosure of potential abuse. It typically involves taking a picture under a person's clothing without them knowing or without their consent, with the intention of viewing their genital or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

**Children at risk from/involved with serious violent crime:** All staff should be aware of indicators which may signal pupils are at risk from, or are involved with, serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, 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.

Staff understand that such cases are often difficult to identify so the school is committed to doing all it can to hearing the voice of the child, enabling pupils to share concerns and feel enabled to ask for help. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

All staff should be aware of the associated risks and understand the measures in place to manage these. If staff have any concerns about a child (as opposed to a child being in immediate danger), they should speak with the School's DSL to agree a course of action.

## **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):**

**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: drugs 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. Whilst age may be the most obvious, this power imbalance can also be due to a

range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

The issues listed above, along with gang and youth violence, fabricated or induced illness and faith abuse are all extremely serious matters and are covered in KCSIE, with which all staff should be familiar. In addition, further guidance can be found in specific documents (which are also available on the VLE):

- Guidance on Forced Marriage
- Sexual violence and sexual harassment between children in schools and colleges
- Children Missing Education
- CSE Guidance
- Prevent Duty Advice for Schools

#### **4 Duty of employees, Governors and volunteers**

4.1 Every employee and Governor of the School as well as every volunteer who assists the School is under a general legal duty:

- to identify concerns early, provide help for children, and prevent concerns from escalating;
- to provide a safe environment in which children can learn;
- to protect children from abuse;
- to be aware of the school's child protection procedures and to follow them;
- to have read at least Part 1 of *Keeping Children Safe in Education* (DfE September 2021) and, if working directly with children to have read Annex B;
- to have read and to follow the staff *Code of Conduct* (including the *Whistleblowing Policy*) as detailed in the relevant Staff Handbook. This includes guidance on staff/pupil relationships and communications, including the use of social media;
- to be aware of systems within the School which support safeguarding and which will be explained to them as part of staff induction. This should include: the *child protection (safeguarding) policy*; the *promoting good behaviour policy*; the *peer-on-peer abuse policy*; the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and his deputy).

- to know how to access and implement the Brighton and Hove Safeguarding Children Partnership safeguarding procedures, independently if necessary.
- to be aware of the early help process and understand their role in this. This includes identifying emerging problems, liaising with the DSL and sharing information with other professionals in undertaking an early help assessment;
- to be aware of the process for making referrals to children's social care and for statutory assessments that may follow such referral, along with the role they might be expected to play in such assessments;
- to know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst keeping a sufficient record of any significant complaint, conversation or event and passing this on to the Designated Safeguarding Lead within the same day as the concern arises. This means only involving those who need to be involved, such as the designated safeguarding lead (or the Deputy DSL) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- to report any matters of concern to the Designated Safeguarding Lead or the Deputy DSL;
- to call the police (999) if a child is at immediate risk of significant harm;
- if a teacher, to report to the police (a mandatory duty) any case where they discover that an act of Female Genital Mutilation (FGM) appears to have been carried out - discussing such a case with the DSL who will involve Children's Social Care as appropriate.
- to undertake appropriate training, including induction training within their first days at the College and/update training at regular intervals (recorded at Annex A), in addition to receiving and noting informal updates (e.g. via email and staff meetings) which will occur at least annually;
- to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, all staff should always act in the interests of the child;
- to be active in reinforcing the anti-bullying policy and active in challenging unacceptable behaviour e.g. 'banter', discriminatory or derogatory language and attitudes and online behaviour which may occasion harm
- to support the teaching and guidance that takes place pastorally as well as through the PSHE and ICT curriculum on keeping safe and e-safety. Details of this provision can be found in the Anti-Bullying and PSHE policies.

**4.2 Whistleblowing:** All School staff are required to report to the Designated Safeguarding Lead, the Deputy DSL or the Head Mistress any concern or allegations about poor or unsafe practice and potential failures in the College's safeguarding regime. They should expect that such concerns be taken seriously. In exceptional cases such reports should be made to ISI. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. The school's *Whistleblowing Policy* is contained in the relevant Staff Handbook and the importance of this policy and of a culture of safety where concerns are raised and unsafe practice is challenged is highlighted in child protection training. The *NSPCC whistleblowing helpline* is available for staff who do not feel



able to raise concerns regarding child protection failure internally, tel. 0800 028 0285; email help@nspcc.org.uk.

**4.3 Safer Recruitment:** The school's recruitment and selection policy and procedures, including required checks for all staff, is in accord with the requirements of Part 3 of *KCSIE* (September 2021). Lancing Prep Hove seeks to create a culture that safeguards and promotes the welfare of our pupils. As part of this culture, we adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

## 5 Procedures

**5.1 Initial complaint:** An employee, Governor or volunteer suspecting or hearing a complaint of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- should refrain from asking questions as far as possible and must not ask leading questions, that is, a question which suggests its own answer;
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead or the Deputy DSL who will ensure that the correct action is taken;
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead;
- must report any allegation of alleged abuse by a member of staff, volunteers, school governors and contractors immediately to the Head Mistress (or the Deputy Head in her

absence), or the Chairman of the Governing Body if the allegation is about the Head Mistress. The DSL must, in addition, refer all cases of child abuse relating to staff, volunteers, school governors and contractors to the LADO (*KCSIE, Part 4, Annex C, 2021*). The LADO will provide advice and then, if necessary, preside over the investigation or suspicion of abuse directed against anyone working in the school. All allegations are reported to the LADO immediately and within one working day at the latest.

**5.2 Preserving evidence:** All evidence (for example, scribbled notes, text messages, clothing, tablets or computers) must be safeguarded and preserved.

**5.3 Reporting:** All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead or in their absence the Deputy DSL immediately. If the complaint involves a member of staff, this must be reported to the Head Mistress.

**If a child is in immediate danger, the police must be called by dialling 999**

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. Anyone can make this referral in the absence of being able to make contact with the DSL or his deputy. If the child’s situation does not appear to be improving, a staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

**Information Sharing:** *Advice for practitioners providing safeguarding services to children, young people, parents and carers* supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

**5.4 Action by the Designated Safeguarding Lead:** The action to be taken will take into account:

- the local inter-agency procedures of the Local Safeguarding Partnerships of East Sussex and Brighton and Hove, or other Safeguarding Partnerships as appropriate;
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children’s social care and/or the police without further investigation within the school;
- the wishes and feelings of the pupil who has made a disclosure, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil’s wishes;
- the wishes and views of the complainant’s parents, provided they have no interest which is in conflict with the pupil’s best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some

circumstances. If the DSL is concerned that disclosing information to parents would put a child at risk, he will take further advice from the relevant professionals before deciding to disclose. NB Referral can be made without parental permission if a pupil is at risk of harm;

- duties of confidentiality, so far as applicable;
- the lawful rights and interests of the school community as a whole including its employees and its insurers;
- if there is room for doubt as to whether a referral should be made, or to which body a referral should be made (e.g. to *Channel* or Children's Social Care for a child at risk of radicalisation) the DSL may consult with the Local Authority Designated Officer or other appropriate professionals on a no names basis without identifying the family. However, if sufficient concern exists that a child may be at risk of significant harm, or if there is suspicion of abuse and/or a disclosure is made, a referral will be made without delay and within 24 hours. If the initial referral is made by telephone, the Designated Person will confirm the referral in writing to children's social care also within 24 hours. If no response or acknowledgment is received within three working days, the Designated Person will contact children's social care again.
- Child in Need. If a child is not deemed to be suffering, or likely to suffer, significant harm but is deemed to be in need of additional support from one or more agencies, they should be referred to the DSL and will be assessed via the Common Assessment Framework (CAF) and the Team around the Child (TAC) approaches, in line with local inter-agency procedures.

**5.5 Referral guidelines:** It is key that children receive the right help at the right time to address risks and to prevent issues escalating. A referral to children's social care or police should be made when a child has suffered, or is likely to suffer, harm and/ or where a criminal offence has taken place. If necessary anyone can make such a referral. (See Annex B).

**5.6 External agencies:** In the event that the school decides not to refer a particular incident to the police, the parents and pupil will be informed of their right to make their own complaint or referral. Pupils and their parents have access to a complaints procedure in relation to issues affecting their welfare which provides contact details for ISI.

**5.7 (A) Allegations against a member of staff that may meet the harms threshold** (including volunteers, supply staff, school governors and contractors) The school has procedures for dealing with allegations against staff, governors (contractors and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in *Keeping Children Safe in Education [Part 4] (2021)*.

The following process must be followed:

1. Making an immediate written record of the allegation using the informant's words including: time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.
2. This record should be signed, dated and immediately passed on to the Head Mistress/Chair of Governors (if the allegation relates to the Head Mistress).
3. The recipient of an allegation must not unilaterally determine its validity and failure to report it in accordance with procedures is a potential disciplinary matter. The Headteacher or Chair will not investigate the allegation themselves, or take written or detailed statements, but will assess and decide whether to refer the concern to the LADO. If there is any doubt as to whether to refer, advice should be taken from the LADO.

4. If there are concerns that a child is at risk, the matter must be immediately reported to MASH.
5. Any records generated in the course of such matters must be retained securely, away from other child protection and personnel records and only be accessed by those who need to for investigation / review purposes.
6. Guidelines contained within the Pan Sussex Child Protection and Safeguarding Procedures in respect of managing allegations made against people who work or volunteer with children, found **here**, must be followed on each occasion. If there is any doubt then advice must be taken from the LADO.

The School will not undertake its own investigations of an allegation without prior consultation with the LADO, or in the most serious cases the police, in order not to jeopardise statutory investigations.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned; and
- the need for a full and fair investigation.

Where an allegation or complaint is made against the Head, the person receiving the allegation should, without first notifying the Head, immediately inform the Chairman of the Governing Body (Mr Martin Slumbers), or in his absence the board-level Safeguarding Lead, Mrs Anne-Marie Edgell [contact details for both may be gained from Mrs Sharon Miles, the Bursar's PA, or in her absence from Annie Bargione, PA to the Head Master], who will consult with the relevant LADO.

Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the *Staff Code of Conduct* and the Staff Handbook.

If the school ceases to use the services of a member of staff (or a Governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the DBS. The School will consider whether to make a referral to the Teaching Regulatory Agency where the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the school with a report being presented to the Governing Body without delay.

**(B) Concerns that do not meet the harm threshold** (including volunteers, supply staff, school governors and contractors):

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

It is important to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Safeguarding concerns about a member of staff should be referred to the Head Mistress.

**Non recent allegations:** Where an adult makes an allegation to the School that they were abused as a child, the School would advise the individual to report the allegation to the police. Non recent allegations made by a child will be reported to the LADO who will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened.

**5.8 School complaints:** Complaints by parents about any aspect of school must be reviewed to ensure there are no allegations against staff, including volunteers, contained within the complaint which require referral to the LADO.

**5.9 Allegations against pupils:** A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour, discipline and sanctions will apply.

In the instance where there is the allegation of abuse by one or more pupils against another pupil where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' then any such abuse will be referred to local agencies as a child protection concern. In the event of disclosure about peer-on-peer abuse, all children involved, whether perpetrator or victim, will be treated as being 'at risk'.

**5.10 Peer on Peer Abuse:** This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals; abuse within intimate partner relationships; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent.

**5.11 Sexual violence and sexual harassment between children in schools and colleges** Context: Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## **Managing reports of peer on peer sexual violence and harassment**

- A. Responding to reports of sexual violence and sexual harassment
- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and will be well supported. Staff taking a report must never promise confidentiality and inform the DSL immediately.
  - If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made without delay.
  - Parents or carers should be informed at an early stage (unless this would put the child at greater risk).
- B. Risk Assessment
- Following the report the DSL will make an immediate risk and needs assessment, which considers:
    - The victim, especially their protection and support;
    - The alleged perpetrator, their support needs and any discipline action;
    - All other children at the school;
    - The victim and the alleged perpetrator sharing classes and space at school.
  - The risk assessment will be recorded and kept under review.
  - Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the School's approach to supporting and protecting pupils.
- C. Actions
- The DSL will consider the following actions:
    - The wishes of the victim;
    - The nature of the incident including whether a crime has been committed and the harm caused;
    - Ages of the children involved;
    - Developmental stages of the children;
    - Any power imbalance between the children;
    - Any previous incidents;
    - Ongoing risks;
    - Other related issues or wider context.
- D. Options
- The DSL, in consultation with the Deputy DSL, will decide between the following options:
    - Manage internally
    - Early Help intervention
    - Refer to Children's Social Care
    - Report to the police (generally in parallel with a referral to Children's Social Care)
- E. Ongoing Response

- The DSL will manage each case individually and ensure that the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator would be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into a rape, assault by penetration or sexual assault or leads to a conviction or caution, the School will take disciplinary action in line with its Rewards, Discipline and Sanctions Policy. Whether or not allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other pupils) is one of several factors that will be considered.
- The victim, alleged perpetrator and any other affected children and adults will be offered appropriate support. The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and can occur at the same time if necessary.

A new NSPCC helpline 0800 136 663 went live on 1 April 2021 to support potential victims of sexual harassment and abuse in education settings. It aims to provide appropriate support and advice to children and adults who are victims of sexual abuse in schools, including on how to contact the police and report crimes. The helpline also provides support to parents and professionals.

**5.12 Suspected harm from outside the School:** A member of staff who suspects that a pupil is suffering harm from outside the School should discuss this matter with the DSL and consideration will be given as to who best should seek to elicit information from the child sensitively "open" and not leading questions. A sufficient record should be made of the conversation and if there are concerns confirmed, the matter should be referred to the Designated Safeguarding Lead or the Deputy DSL.

**5.13 Missing pupil:** All staff should follow the procedures outlined in the policy (refer to the relevant Staff Handbook) for searching for, reporting and recording any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

**5.14 Early Years Foundation Stage:**

The first point of contact for parents, pupils, teaching and non-teaching staff in all matters of child protection is the Designated Safeguarding Lead, Mr Daniel Clifton.

- Use of mobile phones and cameras in the EYFS setting: children have their photographs taken to provide evidence of their achievements for developmental records (*The Early Years Foundation Stage*, EYFS 2018). Staff, visitors, volunteers and students are not permitted to use their own mobile phones, iPads or cameras to take or record any images of children for their own records during session times but instead must use the school cameras or iPads purchased or provided for the purpose. Staff may take photographs of children in the EYFS setting using a school camera or iPad for the following purposes: in order to provide evidence of any practical educational activities or outdoor learning that has taken place during the day,

or on school trips to document their outing for newsletters and for their learning journey. Staff must regularly delete all photos and videos from such devices.

## 6 Monitoring

6.1 The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make a termly report to the Governors.

6.2 The Governing Body will undertake an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged. The member of the Governing Body taking leadership responsibility for the College's safeguarding arrangements is Mrs Anne-Marie Edgell.

6.3 The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

6.4 The Governors, through the Bursar, will ensure appropriate child protection checks apply to all staff including supply staff, governors, volunteers, employees of other organisations spending extended time on the School premises, or working with the school's pupils on another site (for example in a separate institution).

6.5 The Governors, through the Bursar, will ensure appropriate checks are in place to keep children safe when hiring or renting out School facilities to external organisations or individuals. Failure of the external organisations or individuals to fully comply will lead to a termination of the hiring or rental agreement.

6.6 The Governors, through the Head Mistress, will ensure that where the school ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a report is made to the Disclosure and Barring Service (DBS) within one month of the person leaving the school. The Governors have noted that failure to make a report constitutes an offence.

6.7 Independent schools are also under a duty to report 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. 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'. In such circumstances the Head Mistress will consider making such a referral, following the guidance on the TRA website.

## 7 Safeguarding in a time of COVID-19

7.1 **Safeguarding in a virtual environment.** After the physical closure of school campuses on 20 March 2020, the School moved to a period of remote teaching and pastoral care. It is envisaged that, whether most pupils are able to be back on site in September, there will be some who may continue to require remote education. The risks present in a physical setting are generally equally present in a virtual setting. There are however potential additional risks associated with increased use of the internet which include online grooming, online radicalisation, harmful content, online bullying and peer-on-peer abuse. We have sought to mitigate these risks by ongoing education and awareness-raising and by the promotion of strong and robust communication between pupils and trusted adults in the school community. Children working from home and in social isolation are also under the care and supervision of parents/guardians who can mitigate these risks through awareness and through closer personal supervision.



7.2 There are also the risks particular to the environment of the COVID-19 emergency. These include the particular emotional vulnerability of children at a time of significant and unforeseen change; anxieties about their health and that of family and friends; new working structures; physical isolation from friends; familiar stresses in terms of illness, anxiety, economic impacts and work anxiety. The uniqueness of this situation coupled with the new territory of virtual learning requires that there is no slippage of established cultures of communication and behaviour: rules routinely applied in ordinary circumstances are all the more important in a crisis.

7.3 The school therefore has particular regard to government guidance <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers> This has been shared and discussed with staff and has determined ongoing practice.

7.4 Staff, pupils and parents have received guidance about the conducting of remote learning. In all teacher-pupil interactions a 'classroom standard' of behaviour is anticipated and required.

7.5 As it is the school's usual practice to sometimes work with the children one to one, this continues in this time of remote learning through the use of Microsoft Teams call facility (which uses only school-provided email addresses) but with the usual requirement for formality of communication. This remote academic and pastoral support is part of the school's academic and safeguarding support of all pupils, helping pupils to maintain close links with key staff.

7.6 Regular contact with individuals and groups of pupils by form tutors, the Safeguarding Team and those members of the Senior Management Team assuming particular responsibility for liaison with individual year groups across this time of remote learning are further sources of pastoral support and safeguarding contact.

7.7 Pupils have received guidance on how to respond to any concerns for the wellbeing of themselves and others and who they can contact within the school for help or support.

7.8 **Mental health.** Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. As children have returned to school, the school is committed to ensuring appropriate support is in place for them. The DfE guidance on mental health and behaviour in schools will be referenced to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. This support will (depending on whether the pupil is present in school or remains at home) be delivered in different ways via our usual support structures and, where required, from support services and in liaison with external agencies. In being aware of the impact the current circumstances can have on the mental health of those pupils (and their parents) who are continuing to work from home, consideration needs to be given when setting expectations of children's work. The DfE guidance on remote education practices during the coronavirus outbreak is a useful reference point for teaching staff.

## Pupils returning to school:

7.9 a) As pupils return to school, staff may identify new safeguarding concerns about individual pupils as they see them in person after a sustained period away from the site. These will be communicated in the usual manner.

b) The presence of a safeguarding team member on site enables easy access to them by staff and pupils.

## 8 Contact numbers

8.1 Front Door for Families: 01273 290400 (9-5 Mon-Thur; 9-4.30 Fri)  
01273 335905 (out of hours Emergency Duty Service)

Brighton & Hove Local Area Designated Officer:  
Darrel Clews 01273 295643 / 07795 335879

8.2 Disclosure and Barring Service: 01325 953795

8.3 The following contact details may be useful for staff or pupils:

Daniel Clifton (DSL, Lancing Prep Hove)	<a href="mailto:dclifton@lancing.org.uk">dclifton@lancing.org.uk</a>
Lianne Morrison (Deputy DSL, Lancing Prep Hove)	<a href="mailto:lmorrison@lancing.org.uk">lmorrison@lancing.org.uk</a>
LPH phone:	01273 503452

Brighton and Hove Family Information Service	01273 29 35 45
Childline	0800 1111
NSPCC	0808 800 5000
Child Exploitation and Online Protection Centre	<a href="http://www.ceop.police.co.uk">www.ceop.police.co.uk</a>
Independent Schools Inspectorate	0207 600 0100
DfE Support and Advice about Extremism	0207 340 7264
Office of the Children's Commissioner	0207 783 8330
Brighton Therapy Centre (counselling)	01273 626 444

## 9 Links to other policies

This policy is linked to and underpinned by a number of other policies sent to staff prior to their commencement of employment\*, available to staff on the VLE and through the Staff Handbook or available in hard copy by request:

- Staff Code of Conduct\*
- Anti-bullying Policy
- Recruitment Policy
- Policy to Promote Good Behaviour [pupils]
- EYFS Supervision Policy
- Whistleblowing Policy
- Policy for Dealing with Allegations of Abuse
- Relationships and Sex Education Policy

- Peer-on-Peer Abuse Policy

<b>Authorised by</b>	resolution of The Governing Body
<b>Date</b>	1 September 2021 <b>Review Date:</b> June 2022
<b>Effective date of the policy</b>	Amended and updated with effect from 21 April 2020; effective from 21 April 2020; 17 June 2021; 01 September 2021
<b>Circulation</b>	Governors/all staff/volunteers automatically Available on website Parents on request
<b>Status</b>	Complies with paragraph 3(2)(b) of the <i>Schedule to the Education (Independent School Standards) (England) Regulations 2015</i> , the <i>National Minimum Standards for Boarding Schools, Working Together to Safeguard Children</i> (HM Gov July 2018) and <i>DfE guidance Keeping Children Safe in Education</i> (September 2021)

## Annex A

### A1 Record of Designated Persons' recent Safeguarding / Child Protection training

- BHCC - Positive Interventions with Children – Introduction, 20.11.20 (DSL)
- BHSCP – Practitioners' Learning Event - Child Sexual Abuse 5.5.21 (DSL)
- BHSCP - Criminal Exploitation, 6.5.21 (DSL)
- BHSCP - Consent, Sex and Young People, 10.6.21 (DSL)
- Sussex Sexual Assault Referral Centre (CSARC) Virtual Open Day 20.5.21 (DDSL)
- Mental Health First Aid (MHFA) - 27.2.18 (DSL) & 14.1.20 (DDSL)
- Single Agency – Refresher Training – *Leading & Managing Safeguarding in Schools* – Brighton 2019 (DSL and DDSL)
- Single Agency - Train the Trainer - *Introduction to Induction Safeguarding training for school staff* – Brighton 2019 (DSL and DDSL)
- *Child Protection in Education* – updated guidance and new legal obligations, Optimus Education Conference, London – 12.09.19 (DSL)
- *Child Protection in Education* – updated guidance and new legal obligations, Optimus Education Conference, London – 11.09.18 (Deputy)
- *Child Protection in Education* – updated guidance and new legal obligations, Optimus Education Conference, London – 13.09.17 (Deputy)
- *Brighton & Hove Safeguarding Children's Partnership (BHSCP) – Safeguarding Children* – Brighton 2019 (DSL):

Developing a Core Understanding (Jan 2020)

Assessment, Referral and Investigation (Sep 2019)

Child Protection and Core Groups (Sep 2019)

### A2 Record of recent Safeguarding/Child Protection training at Lancing Prep Hove

All teaching staff undertake the *Educare* Child Protection Refresher annually in addition to two other compulsory modules from a suite of four possibilities. Many take a significant number more. New staff undertake the most up to date Child Protection in Education module as well as 1;1 training with the DSL.

- Safeguarding/Child Protection training/update for teaching and support staff

16 April 2021 *Online Safety*

7 January 2021 *Domestic Abuse*

5 March 2020 *Scenario Based Training*

September 2019

30 August 2019

26 February 2019 *Working with Bereaved Children*, Winston's Wish

- Educare module based training/update for teaching and support staff

Summer Term 2021 - *Child Exploitation*

Spring Term 2021 - *Adverse childhood Experiences*

Autumn Term 2020 - *Child Protection Refresher 2020*

- Online Safeguarding/Child Protection training for all teaching and support staff

Advent Term *Child Protection / Child Protection Refresher (Educare)*

Summer Term *Online Safety (Educare)*

- Safeguarding/Child Protection updates with Safeguarding Governor

6 November 2019

13 February 2020

19 November 2020

12 January 2021

10 March 2021

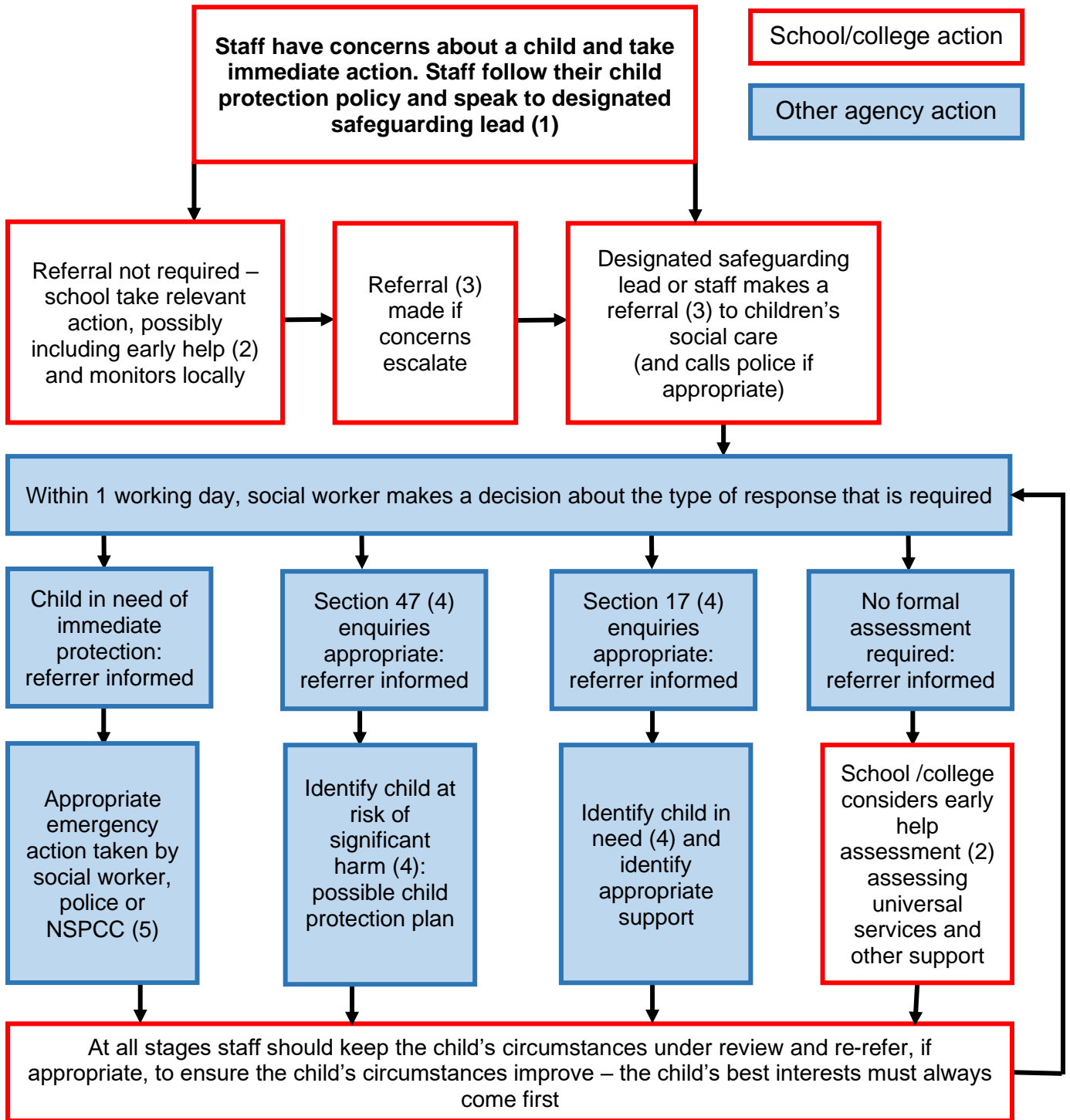
- MyConcern Administrative Training for Senior Management Team

23 January 2020



**Annex B - taken from *Keeping Children Safe in Education* (DfE September 2021)**

**Actions when there are concerns about a child**



(1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.  
 (2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.  
 (3) Referrals should follow the local authority’s referral process. Chapter one of Working together to safeguard children.  
 (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm - full details in Chapter one of Working together to safeguard children.  
 (5) This could include applying for an Emergency Protection Order (EPO).