



## **SAFEGUARDING AND CHILD PROTECTION POLICY**

### **INTRODUCTION**

1. This policy is a 'Whole School Policy' and informs practice in the Senior School, Prep School and Nursery. Battle Abbey School is committed to safeguarding and promoting the welfare of children and believes that all pupils, regardless of race, sex, ethnicity, religion or belief, sexual orientation, gender reassignment, disability, learning difficulty, body image, pregnancy, maternity or social background have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to all pupils, and addresses children not just at risk but those in need also. The School is committed to acting in the best interests of the child at all times by safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

2. This Policy is compatible with and meets all applicable requirements of East Sussex Local Safeguarding Children's Board (LSCB). The school has positive communication with our LSCB to ensure compliance with any changes in local protocol and access to relevant support. The contact details for the Local Area Designated Officer (LADO) and the Single Point of Advice (SPOA) are at Appendix 8. This Policy is used in accordance with locally agreed inter-agency procedures, and is reviewed annually by the Governing Body which has appointed an Oversight Governor to deal specifically with safeguarding and child protection matters (see Appendix 8 for contact details). A list of abbreviations used in this policy is at Appendix 9.

### **STATUTORY GUIDANCE**

3. The School has regard to and acts upon the following Department for Education guidance:

- Keeping Children Safe in Education (September 2018)
- Disqualification under the Childcare Act 2006 (August 2018)
- What to do if you're worried a child is being abused (March 2015)
- Working Together to Safeguard Children (August 2018)
- Information sharing (July 2018)
- Prevent Duty Guidance: for England and Wales (March 2016)
- The Prevent duty: Departmental advice for schools and childminders (August 2015)
- The use of social media for on-line radicalisation (July 2015)
- Statutory Framework for the Early Years Foundation Stage (February 2018)
- National Minimum Standards for Boarding Schools (March 2015)

### **APPLICABILITY**

4. This Policy applies to all staff and volunteers at the School and applies to all activities authorised by and under the auspices of the School. Safeguarding is everyone's responsibility and adherence to this policy is mandatory and its use is not subject to discretion. The policy is available to all parents, staff and volunteers on the School's website. A paper copy of the policy is also available to parents upon request. Pupils are made aware of this policy through their programme of Personal, Social, Health and Economic Education (PSHE) and other means of sharing information appropriate to their age and understanding.

## **DESIGNATED SAFEGUARDING LEAD (DSL)**

5. The School's Governing Body has appointed one member of the Senior Leadership Team with the necessary status and authority to take the lead responsibility for matters relating to safeguarding, child protection and welfare including online safety. The DSL roles and responsibilities are at Appendix 1. The DSL for the whole school is Mrs Maslin, Prep Head, who is supported by deputies in the Senior School, Prep School and Nursery (see Appendix 8 for contact details). The DSL role is highlighted in her Job Description and she is given the time, funding, training, resources and support to provide advice and support to other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children. The DSL and Deputy DSL undertake training as set out in Appendix 1. Staff in key pastoral roles have also undertaken DSL training.

6. Parents are welcome to approach the DSL or one of the Deputy DSL if they have any concerns about the welfare of any child in the school. If preferred, parents may discuss concerns regarding their child or staff member in private with the Head, who will notify the DSL (see Appendices 4 and 5).

## **STAFF AND VOLUNTEERS**

7. All staff, including volunteers, have a general legal duty to provide a safe environment in which children can learn, to protect children from abuse and to be aware of the contents of this policy. Staff must be familiar with the roles and responsibilities of the DSL (Appendix 1); how to report child protection incidents and concerns (Appendix 2); the types and signs of abuse (Appendix 3); guidance on suspecting or hearing a complaint of abuse (Appendix 4); allegations against staff, volunteers and the Head (Appendix 5) and allegations against pupils (Appendix 6).

8. The School's staff recruitment procedures are set out in *The Recruitment, Selection and Disclosure Policy* and are designed to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education as listed at paragraph 3 and any guidance or code of practice published by the Disclosure and Barring Service.

## **TRAINING**

9. All staff, including volunteers, will be provided with induction training that covers the following and they are required to sign a certificate to confirm they have read and / or been briefed appropriately:

- this policy,
- Part 1 and Annex A of *Keeping Children Safe in Education (September 2018)*
- Behaviour for Learning Policy
- Admissions Policy
- Attendance Policy
- Missing Pupil Policies
- Anti-bullying Policy
- Cyber-bullying Policy
- Social Media Policy
- Tackling Extremism and Radicalisation Policy
- Staff Handbook (including code of conduct, whistle blowing and use of IT)
- MyConcern Safeguarding software

The Head, all staff and the Oversight Governor undertake appropriate child protection training which is refreshed every year in accordance with the advice of East Sussex Safeguarding Children's Board. A copy of the latest training provided is available on the desk top. Staff also receive additional training and regular updates on safeguarding and child protection during staff meetings and termly INSET.

10. **Special Educational Needs and Disability (SEND) training.** Staff are aware that pupils with SEND may be particularly vulnerable to safeguarding and child protection issues, including peer on peer abuse, and any concerns are highlighted at the weekly welfare meetings chaired by the DSL.

11. **Early Years Foundation Scheme (EYFS) training.** Safeguarding training for EYFS staff includes additional guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs, or to inappropriate behaviour in other members of staff or any other person working with children.

## **PROCEDURES**

### **Complaints of abuse**

12. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and actioned in accordance with this policy. Safeguarding is everyone's responsibility and anyone can make a referral to children's social care for children in need of help and children at risk of harm. Staff are reminded that should they have a concern regarding Child Exploitation, Female Genital Mutilation (FGM) or radicalisation they should contact the police immediately. Additional advice on referring FGM is at Appendix 7.

13. Staff are given training so they can identify the types and signs of abuse and further details are at Appendix 3. If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the DSL as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in Appendix 4 must be followed. Staff are reminded that if at any point there is a risk of immediate serious harm a referral should be made to children's social care immediately by contacting the Single Point of Advice (SPOA); see Appendix 8 for contact details.

### **Action by the DSL**

14. The DSL will take into account the following factors as soon as he / she has been notified of a complaint or suspicion of abuse:

- The East Sussex Safeguarding Children Board local inter-agency procedures
- The nature and seriousness of the suspicion or complaint
- The child's wishes or feelings
- Duties of confidentiality, so far as applicable

15. If there is room for doubt as to whether a referral should be made, the DSL will consult with the Single Point of Advice (SPOA) on a no names basis without identifying the family involved and will seek a second opinion from another DSL or Deputy DSL and the Oversight Governor. However, as soon as sufficient concern exists that a child may be in need of help or at risk of significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours). Parental consent for referral to statutory agencies is not required. If the initial referral is made by telephone, the DSL will confirm the referral in writing to children's social care within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the children's social care again.

### **Allegations against staff, volunteers or the Head**

16. The School has procedures for dealing with allegations against staff 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 are set out in Appendix 5 and follow *Keeping Children Safe in Education (September 2018)* and *Working Together to Safeguard Children (2018)*. The LADO will be informed immediately and in any event within one working day of all allegations against staff and volunteers that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 5.

17. 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 which staff are briefed on during induction and child protection training. The School's separate *Whistleblowing Policy* sets out the procedure for reporting wrongdoing in the workplace that does not involve the safeguarding and welfare of children.

### **Allegations against Pupils**

18. The School has procedures for dealing with allegations against pupils (Appendix 6) and staff are briefed on them during induction and child protection training.

### **Informing Parents**

19. Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the LADO, children's social care and / or the police before discussing details with parents.

### **Early Help Assessment**

20. Early help means providing support as soon as a problem emerges. As part of the area's local multi-agency safeguarding arrangements there are processes in place around the assessment of children who may benefit from early help. An early help assessment is undertaken by a lead professional who provides support to the child and family, acts as an advocate on their behalf and coordinates the delivery of support services. Any frontline practitioner from any agency working with children, young people and families, including the voluntary and community sector, can undertake an early help assessment. A member of staff may act as the lead professional for an early help assessment, or be asked to participate in such an assessment. Whatever the case, the staff member will need to work closely with other practitioners to decide whether the child and family would benefit from coordinated support from more than one agency. Further advice on early help assessment is available from the DSL.

## **PREVENTING EXTREMISM AND RADICALISATION**

21. Battle Abbey School understands the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. The DSL works closely with the local authorities and seeks advice from local police with regards to the contextual information to help understand the risks in the local area. The school's *Social Media Policy* helps to protect and monitor pupils and staff access to the internet.

22. Battle Abbey School acknowledges that there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalisation may display different signs or seek to hide their views. The School notes that even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The *Prevent Duty* does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Battle Abbey School's staff should use their professional judgement in identifying children who might be at risk of radicalisation and refer them to the DSL. Staff are reminded to consult *The Tackling Extremism and Radicalisation Policy* for further guidance.

## **BOARDING**

23. The School recognises that children can be particularly vulnerable in residential settings and staff must therefore be alert to pupil relationships and the potential for peer abuse particularly at times when there may be a gender imbalance. The Head of Boarding and his deputies have undertaken DSL training so they are better able to deal with any concerns that may arise in the Boarding House. Staff with boarding responsibilities are required to undertake additional training including Educare online courses to better

equip them to undertake their roles. They are also required to familiarise themselves with the Independent Listener Policy.

### **MISSING PUPILS**

24. All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure is outlined in the Senior School and Prep School *Missing Pupil Policies* and includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

### **LOOKED AFTER CHILDREN**

25. The school will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority. This includes ensuring that the DSL has responsibility for their welfare and progress, and has up to date assessment information from the local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

### **SECURE SCHOOL PREMISES**

26. Battle Abbey School takes all practicable steps to ensure that School premises are as secure as circumstances permit. Arrangements differ across the sites and are reviewed regularly to ensure they remain appropriate. CCTV is installed in some locations. Special arrangements are in place to deal with security at the Senior School when tourists are visiting the English Heritage site. The School operates a lock down procedure on all its sites and details are in the *Crisis Communications Policy*.

27. The School keeps a Visitors' Book on each site. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises. Child Protection training will be given to contractors by the DSL, or in his / her absence, by the Deputy DSL who is also DSL trained. All visitors to the boarding houses must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.

28. **Social media.** The School has a *Social Media Policy* and acceptable search filters are in place on all sites. Staff and pupil search history is monitored to ensure pupils are kept safe when accessing the internet. Staff are reminded that the storing of images (specifically photos) on personal mobile phones and cameras is prohibited.

### **EYFS SPECIFIC REQUIREMENTS**

29. Battle Abbey School must inform OFSTED of any allegations of serious harm or abuse by any person, living, working or looking after children at the school (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We must also notify OFSTED of the action taken in respect of the allegations. These notifications must be made as soon as reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

30. **Cameras.** Throughout the EYFS the only cameras that may be used to photograph or video the children must be the setting's specific cameras which may only be used to take appropriate photographs or film of the children within the setting or on trips. No cameras may be used at all in any bathroom or changing facilities to protect children's privacy unless it is to evidence the child's good hand-washing awareness and the child is simply washing their hands. We ask parents' permission to take photographs upon their child's entry to the setting and respect their wishes. Staff, students, visitors and parents may not bring their own cameras into the setting - the only exclusion being EYFS events such as sports day or concerts when parents may use their own camera to photograph their child's participation.

31. **Mobile Phones.** Throughout the EYFS staff and students must keep their personal mobile phones securely in the staff area and are not permitted to use the photograph function to photograph any children at any time. The only cameras permitted within the setting are the specific EYFS ones. Staff personal mobile phones may be taken onto the school field or trips if a school mobile is not available but must be kept stored away, not used for photographs and only be used in the case of an emergency.

### **CONFIDENTIALITY AND INFORMATION SHARING**

32. The School will keep all child protection records confidential. All documentation recorded will be kept securely, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 and in accordance with the requirements of *Working Together to Safeguard Children* (August 2018).

33. Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom (see Appendix 5).

### **MONITORING**

34. Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School and a prompt report to the Oversight Governor. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.

35. In addition, the DSL will ensure that this policy and its procedures and implementation are reviewed and updated at least annually, working with the Oversight Governor as necessary. The Full Court of Governors also undertakes an annual review of this policy and its procedures and implementation, including the level of cooperation with local agencies and the efficiency with which the relevant duties have been discharged. Any deficiencies or weaknesses identified as part of this process are remedied without delay.

### **Appendices:**

1. Designated Safeguarding Lead (DSL).
2. BAS Record of Concern Form.
3. Types and signs of abuse.
4. Staff guidance on suspecting or hearing a complaint of abuse.
5. Allegations against staff, volunteers or the Head.
6. Allegations against pupils.
7. Female Genital Mutilation Reporting Process.
8. Contact details.
9. List of abbreviations.

*This policy was reviewed by the Academic Committee on 8 Oct 18 in accordance with Part 3 of the Independent Schools Inspectorate Commentary on the Regulatory Requirements (Sep 18). It was also approved by the Full Court on 16 Nov 18 as part of the annual review of safeguarding policies.*



*J Dunn, Chair of Governors*

**DESIGNATED SAFEGUARDING LEAD (DSL)****Availability**

During term time the DSL (or a deputy) should always be available during school hours for staff to discuss any safeguarding concerns. Ideally, the DSL will be available in person, but if this is not possible, the DSL (or a deputy) will be available via phone or email (contact details are at Appendix 8). Adequate and appropriate cover arrangements are made for out of term activities (eg school trips and activity weeks).

**Training**

The DSL should undergo training to provide them with the knowledge and skills required to carry out the role and this training should be updated at least every two years. The DSL should also undertake Prevent awareness training. In addition to this formal training, the DSL's knowledge and skills should be refreshed (eg via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

**Main responsibilities**

- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection and to provide support, advice and expertise on all matters concerning safeguarding.
- To co-ordinate the child protection procedures in the School and to review and update regularly the procedures and implementation of the procedures, working with the Oversight Governor as necessary.
- To ensure the Safeguarding and Child Protection Policy and its procedures and implementation are reviewed at least annually.

- To ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made.
- To ensure that all members of staff and volunteers receive the appropriate training on child protection and safer recruitment procedures and to keep and maintain records of this training.
- To link with East Sussex Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- To advise and act upon all suspicion, belief and evidence of abuse reported to him / her.
- To liaise with the Local Authority Designated Officer (LADO), children's social care and other external agencies on behalf of the School, including the police and the Disclosure and Barring Service.
- To keep the Head informed of all actions unless the Head is the subject of a complaint (see Appendix 4 for the procedures for dealing with allegations against staff).
- To monitor the keeping, confidentiality and storage of records in relation to child protection and where a child leaves, ensuring his / her child protection file is copied for the new school as soon as possible and transferred separately from the main pupil file via secure transit and obtaining confirmation of receipt.
- To monitor records of pupils in the School who are subject to a child protection plan to ensure that this is maintained and updated as necessary.
- To liaise with other professionals to ensure that children who are subject to child protection plans are monitored and, where appropriate, to take part in child protection conferences or reviews.
- To act as a source of support, advice and expertise for staff.
- To manage referrals and:
  - refer cases of suspected abuse to the local authority children's social care as required;
  - support staff who make referrals to local authority children's social care;
  - refer cases to the Channel programme where there is a radicalisation concern as required;
  - support staff who make referrals to the Channel programme;
  - refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
  - refer cases where a crime may have been committed to the Police as required.

### **Deputy DSL**

These roles and responsibilities apply equally to staff appointed as Deputy DSL.

**BATTLE ABBEY SCHOOL RECORD OF CONCERN FORM**

Wherever possible, all concerns should be recorded on MyConcern but when this is not possible, the attached form is to be used.

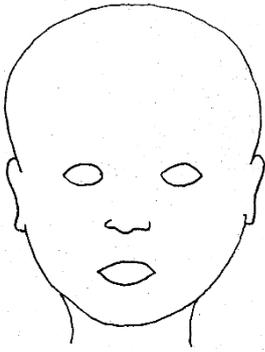
<b>Child's name</b>			
<b>Child's date of birth</b>		<b>Year group</b>	
<b>Staff member reporting incident - name and position</b>			
<b>Date of incident (dd/mm/yyyy)</b>		<b>Time of incident</b>	
<b>Details of the incident</b> Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an opinion where relevant (how and why this might have happened). Substantiate the opinion. Attach a body map or other information, if appropriate.			
<b>Reporting staff member's signature</b>		<b>Date</b>	
<b>Please pass this form to your Safeguarding Lead</b>			

<b>The Safeguarding Lead</b>			
The Safeguarding Lead should record the response to the incident or concern and outcomes.			
<b>Response to the incident/concern</b>			
Note actions taken, including names of anyone to whom your information was passed.			
<b>Outcomes</b>			
Record outcomes of the actions taken.			
<b>Safeguarding Lead's name</b>			
<b>Safeguarding Lead's signature</b>		<b>Date</b>	

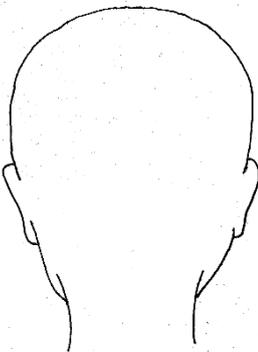
<b>CONTINUATION SHEET</b>			
<b>Details of the incident</b>			
<b>Reporting staff member's signature</b>		<b>Date</b>	
<b>The Safeguarding Lead</b>			
<b>Response to the incident/concern</b>			
Note actions taken, including names of anyone to whom your information was passed.			
<b>Outcomes</b>			
Record outcomes of the actions taken.			
<b>Safeguarding Lead's signature</b>		<b>Date</b>	

### BODY MAP

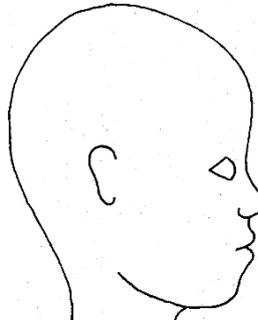
Child's name		Child's date of birth	
Date of incident (dd/mm/yyyy)		Person completing body map	



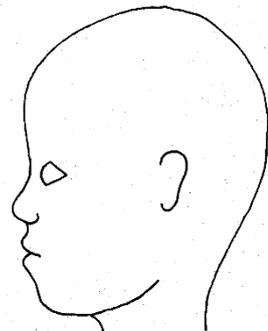
**FRONT**



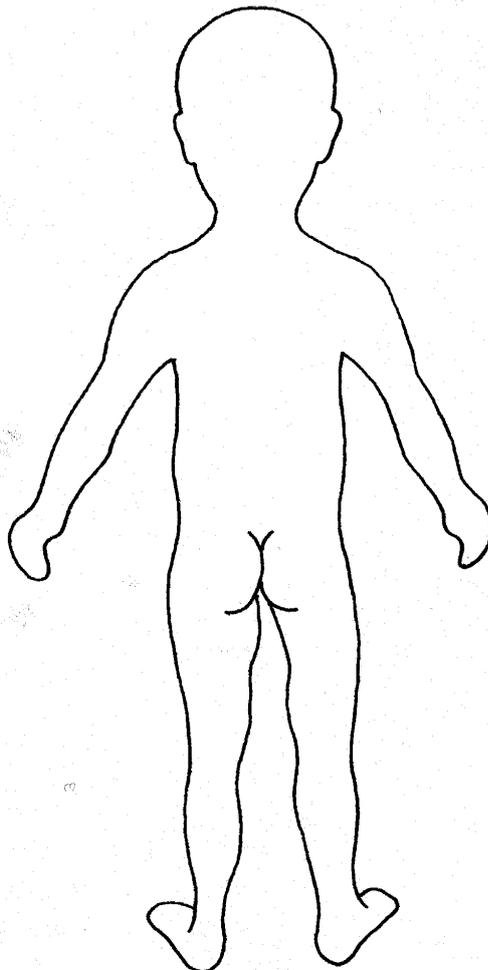
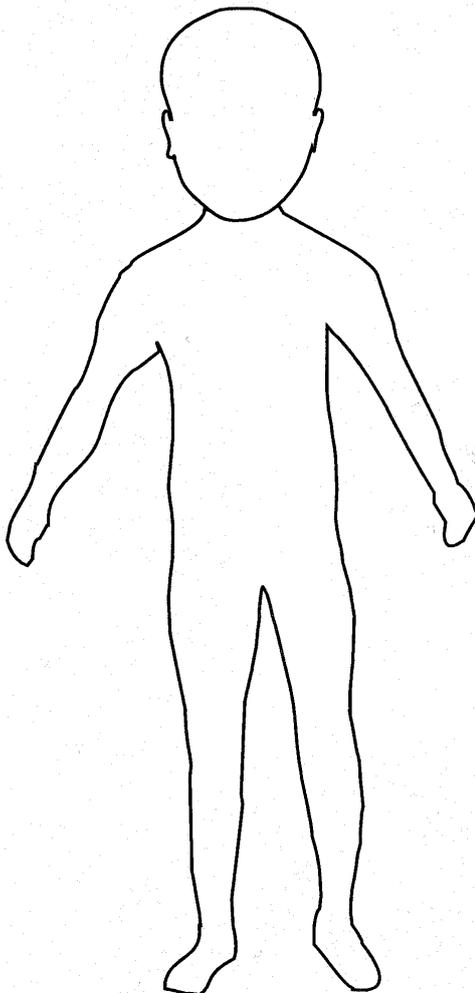
**BACK**



**RIGHT**



**LEFT**



## **TYPES AND SIGNS OF ABUSE**

### **Types of abuse**

1. Abuse is 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. They may be abused by an adult or adults or another child or children. All staff should be aware that 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. Abuse can be categorised as follows:

- **Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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. Abuse may take place wholly online or through technology, which can also be used to facilitate offline 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.
- **Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate

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

### **Specific safeguarding issues**

2. All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. 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), gender based violence/sexual assaults and sexting, hazing or initiation type violence and rituals. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

3. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites. Staff are expected to ensure they have an understanding of and are aware of the signs of the following:

- a. bullying including cyberbullying - see separate school policies
- b. children missing education – see below and Admissions Policy
- c. child missing from home or care
- d. child sexual exploitation (CSE) – see below
- e. domestic violence
- f. drugs
- g. fabricated or induced illness
- h. faith abuse
- i. female genital mutilation (FGM) – see below
- j. forced marriage – see below
- k. gangs and youth violence
- l. gender-based violence/violence against women and girls
- m. hate
- n. honour based violence (HBV)
- o. mental health
- p. missing children and adults
- q. private fostering
- r. preventing radicalisation – see below and separate policy
- s. relationship abuse
- t. sexting
- u. trafficking

4. **Children Missing Education (CME)** - a child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly.

5. **Child sexual exploitation (CSE)** - 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (*Department for Education 2017 statutory definition*).

6. **Female genital mutilation (FGM)** - professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having

suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in *Keeping Children Safe in Education* (September 2018). Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Staff are reminded that if they have any concerns regarding FGM they should contact the police on 101 or 999 if they believe it is about to take place. Further information on reporting FGM is at Appendix 7.

7. **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 can play an important role in safeguarding children from forced marriage.

8. **Preventing Radicalisation** - the statutory guidance makes clear that 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. We have a separate policy to deal with this in greater detail (*Tackling and Extremism and Radicalisation Policy*).

9. **Signs of abuse** - All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. The following may help staff to be aware of possible signs of abuse – The East Sussex Safeguarding Children Board can provide advice on the signs of abuse and the NSPCC website is also a good source of information and advice. However, such lists are not exhaustive - if staff members are unsure they should always seek advice and report concerns even where signs/indicators are not present.

#### **Physical Abuse**

- Unexplained injuries/burns
- Untreated injuries
- Bruises/abrasions around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

#### **Emotional Abuse**

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

**Sexual Abuse and exploitation**

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

**Neglect**

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

**STAFF GUIDANCE ON SUSPECTING OR HEARING A COMPLAINT OF ABUSE**

A member of staff who suspects or hears a complaint of abuse must:

- Listen carefully to the child, keep an open mind and not make a decision as to whether or not the abuse has taken place;
- Not ask leading questions;
- Reassure the child but not give a guarantee of absolute confidentiality (explain that they need to pass the information to the DSL Lead who will ensure that the correct action is taken); and
- Record the details on MyConcern or keep a sufficient written record of the conversation using the Record of Safeguarding Concern Form (Appendix 2) and include the date and time, place of the conversation and the essence of what was said and done by whom and in whose presence.

The Record of Safeguarding Concern Form should be signed by the member of staff (using full names and not initials) and the record must be kept securely and handed to the DSL as soon as possible. All other evidence (eg scribbled notes, mobile phones containing text messages, clothing or computers) must be safeguarded and preserved and passed to the DSL.

All suspicions or complaints of abuse must be reported to the DSL as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 5 should be followed. If there is a risk of immediate serious harm to a child and it is not possible to report to the DSL or Deputy DSL, a referral should be made to the Single Point of Advice (SPOA) immediately (see Appendix 8 for contact details).

**ALLEGATIONS AGAINST STAFF, VOLUNTEERS OR THE HEAD**

1. These procedures should be used in respect of all cases in which it is alleged that a member of staff (including volunteers) in the school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

2. This appendix relates to those people who are currently working in the school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police. Advice should be sought from the Single Point of Advice (SPOA) or Local Area Designated Officer (LADO) if there is any doubt about the action to take (see Appendix 8 for contact details).

**Reporting an allegation**

3. Where an allegation or complaint is made against a member of staff or volunteer, the matter should be reported immediately to the Head, or in his absence to the Chair of Governors. Where appropriate, the Head will consult with the DSL and the allegation should be discussed immediately with the LADO before further action is taken. Where an allegation or complaint is made against the DSL, the Head will consult with the Deputy DSL, the LADO and the Chair of Governors.

4. Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors, or in his / her absence to the Vice Chair, without first notifying the Head. Again, the allegation should be discussed immediately with the LADO before further action is taken.

5. If it is not possible to report to the Head or Chair of Governors in the circumstances set out above, a report should be made immediately to the DSL who will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors. The person taking action in accordance with the procedures in this Appendix is known as the 'Case Manager'.

**Disclosure of information**

6. The Case Manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted. Reporting restrictions will be observed where appropriate to protect the identification of the member of staff who is the subject of such an allegation.

7. The parents of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.

8. Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the accused or the parents until these agencies have been consulted and it has been agreed what information can be disclosed.

**Action to be taken against the accused**

9. Battle Abbey School has a duty of care to its employees. We will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is

essential that any allegation of abuse made against a member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

10. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A named contact will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

11. Where an investigation by the police or children's social care is unnecessary, the LADO will discuss the steps to be taken with the Case Manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.

12. It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the Case Manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the East Sussex Safeguarding Children Board.

### **Suspension**

13. Suspension will not be an automatic response to an allegation and will only be considered in a case where there is cause to suspect a child or other children at the School is or are at risk of significant harm, or the allegation is so serious that it might be grounds for dismissal.

14. Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The LADO will be contacted for advice if necessary.

15. A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

16. If a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements will be made for alternative accommodation away from children.

### **Criminal proceedings**

17. The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

### **Return to work**

18. If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child[ren] who made the allegation.

### **Ceasing to use staff**

19. If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. In the event of dismissal on grounds of professional misconduct, the Teaching Regulatory Agency's procedures will be consulted. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

20. If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

21. Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

### **Timescales**

22. All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

### **Unsubstantiated or malicious allegations**

23. Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy. Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

### **Record keeping**

24. Details of allegations found to be malicious will be removed from personnel records. For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer. An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

**ALLEGATIONS AGAINST PUPILS**

1. We believe that all children have a right to attend School and learn in a safe environment. Children should be free from harm by adults in the School and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the School's *Behaviour for Learning Policy*. Occasionally, allegations may be made against pupils by others in the School which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil if the allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other pupils in the school;
- Indicates that other pupils may have been affected by this pupil;
- Indicates that young people outside the school may be affected by this pupil.

2. Examples of safeguarding issues against a pupil could include:

- Physical Abuse (eg violence, particularly pre-planned; or forcing others to use drugs or alcohol).
- Emotional Abuse (eg blackmail or extortion; or threats and intimidation).
- Sexual Abuse (eg indecent exposure, indecent touching or serious sexual assaults; or forcing others to watch pornography or take part in sexting).
- Sexual Exploitation (eg encouraging other children to attend inappropriate parties; or photographing or videoing other children performing indecent acts).

3. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence. On occasion, some pupils will present a safeguarding risk to other pupils. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

4. Staff should recognise that children are capable of abusing their peers and peer on peer abuse can manifest itself in many ways. Battle Abbey School takes the view that that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Staff should be aware of the *Anti-bullying Policy* and *Cyber-bullying Policy* and how victims of peer on peer abuse will be supported. Further advice is available from the DSL.

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

6. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. Where a pupil is at risk of significant harm, the DSL will contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

7. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). It may be appropriate to suspend the pupil being complained about for a period of time according to the School's *Behaviour for Learning Policy* and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The School will take advice from children's social care and take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

8. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

### **Immediate actions**

- Stage 1 - Staff member has concerns or Information/disclosure received from pupil
- Stage 2 – Record on MyConcern or precise notes to be made on 'BAS Record of Safeguarding Concern' form preferably of what was discussed
- Stage 3 - Report to DSL immediately. DSL to inform the Head
- Stage 4 - Further information sought by DSL/Head if appropriate
- Stage 5 - DSL to make initial telephone contact with SPOA to determine whether to make a formal referral, whether to inform parent (s) and to confirm way forward
- Stage 6 - Pupil to be supported
- Stage 7 - DSL to complete referral and advise parents if appropriate taking into account SPOA advice
- Stage 8 - DSL to act on advice from SPOA
- Stage 9 - DSL to inform Oversight Governor

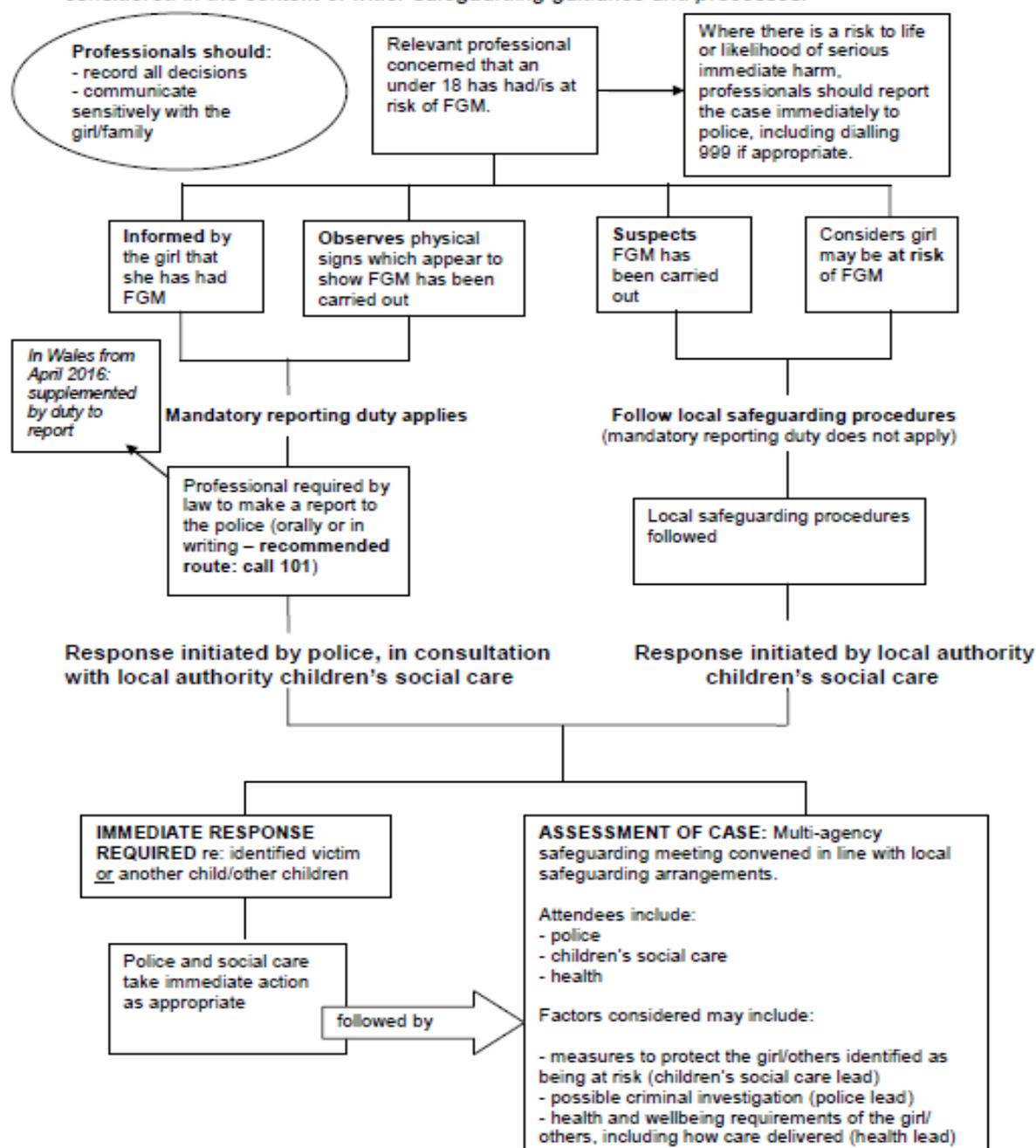
### **DSL referral procedure**

- Stage 1 - Decision made by DSL that referral to Social Services or Police will take place
- Stage 2 - DSL completes referral form to East Sussex Children's Services, Police or other agencies as appropriate
- Stage 3 - Relevant agency investigates referral
- Stage 4 - Immediate strategy discussion makes decisions about immediate safeguarding action and information sharing (especially with parents)
- Stage 5 - Relevant agency meets with child and records outcome
- Stage 6a - If no emergency action is taken the school, family and other professionals agree a Pastoral Support Plan for ensuring child's future safety and welfare
- Stage 6b - Emergency action taken followed by strategy discussion with DSL and social services. Decision and outcome made by social services. Relevant paperwork completed and filed

**FEMALE GENITAL MUTILATION (FGM) REPORTING PROCESS**

## Annex A – FGM mandatory reporting process map

*This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.*



**CONTACT DETAILS**

**Oversight Governor**

Mrs Janet Dunn, Chair of Governors, is contactable via the Clerk to the Governors (Mrs Sue Bonell on 01424 776813 or via [bursar@battleabbeysschool.com](mailto:bursar@battleabbeysschool.com) )

**Designated Safeguarding Lead (DSL)** [safeguarding@battleabbeysschool.com](mailto:safeguarding@battleabbeysschool.com)

Whole School- Mrs Maria Maslin - Prep Head - 01424 222886

**Deputy Designated Safeguarding Leads (Deputy DSL)**

Senior School - Mrs Charlotte Buckland – Head of Welfare - 01424 772385

Prep School – Mrs Nova Shoemith – Deputy Head – 01424 219674

Nursery / EYFS – Mrs Teresa Rapley – Head of Nursery – 01424 213283

**Other school and local contacts**

School Independent Listener – Mr Bryan Flint - 07791 659582

School Counsellor – Karen Perrson-Davis – via Mrs Charlotte Buckland – Head of Welfare - 01424 772385

Battle Police Community Support Officer - 101 or 01273 470101

Single Point of Advice (SPOA) - 01323 464222 or [spoa@eastsussex.gov.uk](mailto:spoa@eastsussex.gov.uk)

Local Area Designated Officer (LADO) – Ms Amanda Glover- 01323 466606 or [lado@eastsussex.gov.uk](mailto:lado@eastsussex.gov.uk)

**Other useful contacts**

Child Exploitation and Online Protection (CEOP) - 0870 000 3344

Ofsted - 0300 123 3155

Independent School Inspectorate (ISI) – 0207 710 9900

Childline - 0800 1111

National Society for the Prevention of Cruelty to Children (NSPCC) - 0808 800 5000

The Children’s Commissioner - 0800 528 0731 or [advice.team@childrenscommissioner.gsi.gov.uk](mailto:advice.team@childrenscommissioner.gsi.gov.uk)

Forced Marriage Unit - 0207 008 0151 or [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)

**Concerns related to Extremism**

Department for Education dedicated helpline – 0207 340 7264 or [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

East Sussex Prevent Officer - Ms Naomi Watkinson – 101 or [Prevent@sussex.pnn.police.uk](mailto:Prevent@sussex.pnn.police.uk)

Anti-Terrorist Hotline – 0800 789321

**Concerns related to Female Genital Mutilation (FGM)**

Single Point of Advice (SPOA) - 01323 464222 or [spoa@eastsussex.gov.uk](mailto:spoa@eastsussex.gov.uk)

NSPCC FGM helpline – 0800 0283550

**LIST OF ABBREVIATIONS**

BAS – Battle Abbey School

CCTV – Closed Circuit Television

CME – Child Missing Education

CSE – Child Sexual Exploitation

DSL – Designated Safeguarding Lead

EYFS – Early Years Foundation Scheme

FGM – Female Genital Mutilation

INSET – IN-Service Training Day

LADO – Local Area Designated Officer

LSCB – Local Safeguarding Children’s Board

OFSTED – Office for Standards in Education

PSHE – Personal, Social, Health and Economic Education

SEND – Special Educational Needs and Disability

SPOA – Single Point of Contact