WSCC Safeguarding in Education

Safeguarding Handbook for Schools 2023/24

This guidebook is designed to enable schools to adopt and update the safeguarding sections and areas specific to their setting.

Nothing in this guidebook is intended to replace KCSiE 2023, Working Together 2018 or the Pan Sussex Child Protection and Safeguarding Procedures - https://sussexchildprotection.procedures.org.uk/

By adopting a Guidebook approach, sections which require updating can be done so throughout the year without the need to publish an updated model policy on each occasion.

The WSCC model guidebook has been adapted to meet the specific needs of the children, young people, staff and setting of Lavant CE Primary School.

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Contents

1. We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.

2. We recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our school has an Emotional Well-being Lead and that is Ms Sharon Jones

1. As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.

2. Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.

3. We are aware of recent government publications:

    *   Preventing and tacking bullying
        https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

    *   Mental health and behaviour in schools https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 and

    *   Promoting children and young people's emotional health and wellbeing
        https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

1.2 West Sussex Single Point of Access

West Sussex Single Point of Access (SPoA)
Following a Sussex-wide review of emotional wellbeing and mental health services for children and young people, a new West Sussex Single Point of Access (SPoA) for emotional wellbeing and mental health support launched Wednesday 1 June 2022.

The new service provides a simplified single route so that children, young people, families, carers and professionals can be directed to the right service, eliminating the need to refer to multiple services.

Led by Sussex Partnership NHS Foundation Trust's Child and Adolescent Mental Health Service (CAMHS), the new arrangement is delivered in partnership with West Sussex County Council's Youth Emotional Support Service (YES) and YMCA Dialogue.

The three services work together to process (triage) the referrals and determine which service is the most appropriate offer for the young person, which may also include partnership services. In time, more emotional wellbeing services will be introduced into the service.

1.3 Making a referral

Young people, parents/carers and wider professionals can now make a referral to the West Sussex SPoA at www.e-wellbeing.co.uk/support

Key details:

*   The SPoA will be open Monday to Friday 9am-5pm

- The young person must consent to the request for service and understand they may be directed to another service outside the SPoA
- The service will accept referrals for children and young people from the age of four up to the young person's 18th birthday, who are registered with a West Sussex GP, whilst recognising and working within NHS CHOICE regulations
- If a young person who is close to turning 18 is referred to the service with a mental health need they will be signposted to adult services.
- If you have any questions about the new service, please contact Naomi Frith, Project Manager, at naomi.frith@spft.nhs.uk.

Alternatively, please go to www.sussexpartnership.nhs.uk/west-sussex-spoa

1.4 Additional Services

1. Our staff are aware of the West Sussex Community Mental Health Liaison Service https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service who provide an early intervention and prevention service for professionals who are working with young people under the age of 18 and are concerned about a young person's mental health and wellbeing. This service is available to our school.

2. We are aware that we can obtain advice and support from School Nursing Service \https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf

3. We are also aware of the resources available to our school from the Mentally Healthy Schools website https://www.mentallyhealthyschools.org.uk/

4. For our pupils aged 11 we are aware of the ChatHealth text service https://www.sussexcommunity.nhs.uk/services/chathealth-text-messaging-service/108923 and YES Youth Emotional Support Service https://www.westsussex.gov.uk/education-children-and-families/your-space/health/emotional-wellbeing-and-mental-health/youth-emotional-support-yes-service/

5. We are also aware of how we can refer a child or young person to CAMHS https://www.westsussex.gov.uk/media/12781/camhsref.pdf

1.5 Self-Harm Guidance for Schools

1. Self-harm page accessible to all schools in West Sussex County council can be found at https://schools.westsussex.gov.uk/Services/4720 Here you can find information, training and resource in relation to self-harm. This includes bespoke self-harm and distress tolerance sessions that can be accessed for free at any time as well as updates on new innovative projects in relation to self-harm.

2. Also available on the self-harm page is managing self-harm guidance and tool kit for schools.

3. As a school we recognise the self-harm resources are available to anyone in education, to support staff when dealing with students who self-harm or are at risk of intentionally harming themselves.

4. Our school will use this guidance to support out students and staff.

1.6 COVID-19

1. We are aware of the COVID-19 Pandemic can have on the mental health and wellbeing of children and young people and we recognise that we will provide support to all our children and young people.

1.7 Mental Health and RE/RSE/HE

1. Through our curriculum, our school will maximise the opportunities to teach our children and young people about mental health as part of the health education cornerstone of our Relationship Education/Relationship and Sex Education and Health Education. (See SECTION 13 below).

2. STATUTORY STATUS: RELATIONSHIP EDUCATION, RELATIONSHIP & SEX EDUCATION AND HEALTH EDUCATION

2.1 We as a school acknowledge

1. The Government has provided regulations which will make the subjects of Relationship Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from 2020. Statutory guidance: relationships education relationships and sex education (RSE) and health education

2. As a governing body we recognise the importance and will ensure that our children and young people should be taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed

3. We will, as a Governing Body, consider what that means specifically for our school.

4. We recognise the significant positive impact our school can have on the lives of our children and young people through our RE/RSE/HE curriculum.

5. West Sussex Education for Safeguarding E4S – which will enable our school to identify the specific risks faced by the children in our school so we can develop our safeguarding curriculum accordingly. We as a school have considered this West Sussex approved approach and are working to fully embed it to meet the specific needs of the pupils at our school.

6. A wide variety of teaching and learning resources are available both locally and nationally. Some of these are;

    i. West Sussex Education for Safeguarding E4S – has been designed by the Local Authority to enable all West Sussex schools and colleges to identify the specific risks faced by the children and young people within their own setting and develop a bespoke safeguarding curriculum tailored to the meet those needs.
    ii. The DfE has produced a one-stop page for teachers on GOV.UK, which can be accessed here: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
    iii. UKCCIS, who 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 relevance to PSHE education and Computing. 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. It can be accessed https://www.gov.uk/government/publications/education-for-a-connected-world
    iv. The PSHE Association provides guidance to schools on developing their PSHE curriculum including online safety. It can be accessed https://www.pshe-association.org.uk/content/resources-and-curriculum
    v. UKCIS guidance: https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
    vi. The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors; https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings
    vii. National Crime Agency's CEOP education programme: https://www.thinkuknow.co.u

viii. Public Health https://www.gov.uk/government/news/phe-launches-rise-above-for-schools-programme

ix. Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support. Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)

x. LGFL 'Undressed' https://undressed.lgfl.net/ provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

3. CRIMES COMMITTED ON SCHOOL PREMISES – WHEN TO CALL THE POLICE

1. This section is in relation to pupils who may have committed a crime on school premises.

2. None of the guidance and information in this section is intended to replace normal safeguarding practices of referring concerns to relevant agencies, for example; the Multi-agency Safeguarding Hub or Early Help Hub.

3.1 We recognise that if a child is in immediate danger,

Or there is a risk of serious injury to anyone or a serious crime is happening or is about to happen, we will call the police immediately on 999.

1. We recognise that situations may occur on school premises where students may have committed a crime. This could include assaults, criminal damage, possessing or supplying drugs or possessing weapons. (Potential sexual offences are dealt with later in this policy at chapter 23 below.)

2. The National Police Chiefs Council (NPCC) have issued guidance, https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf for when schools and colleges should call the police in such circumstances. The advice is for school and college staff with responsibility for behaviour management, including designated safeguarding leads (DSLs), their deputies, head teachers and senior leadership teams.

3. Our school will follow this guidance before contacting Sussex Police.

4. Our school will consider, where appropriate, sharing 'When to call the police guidance' with pupils, parents and carers.

4. THE USE OF REASONABLE FORCE IN OUR SCHOOL

1. Keeping Children Safe in Education 2023 recognises that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

2. A 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students.

3. Please refer to KCSIE 2023 and guidance offered at 163- 165 and https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

4. Our school has considered this issue and had adopted the following policiy:
   - Use of Force and Restraint Policy

5. ON-LINE SAFETY

5.1 Our School

1. Our school recognises the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective and proactive approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

2. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

    i. **Content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
    ii. **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
    iii. **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
    iv. **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

3. Our school will follow the guidance contained within the document Teaching On Line Safety in Schools, June 2019, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

5.2 Opportunities to teach safeguarding

1. As per section 13 above, we will maximise the opportunities to teach our children how to stay safe online. We recognise there are many resources available and will consider which ones suit the needs of our school.

5.3 Remote learning

1. We recognise our school is likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online

2. We recognise where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely. For any children learning remotely we will review the advice contained in the following publications and tailor that to the needs of our pupils.

- https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#res

- Safeguarding in remote education https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

- The NSPCC and PSHE Association also provide helpful advice: https://learning.nspcc.org.uk/news/covid/undertaking-remote-teaching-safely

- PSHE - https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources

5.4 Filters, monitoring and protecting children

1. As a Governing Body we will do all we reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, we will ensure we have appropriate filters and monitoring systems in place.

2. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we recognise in KCSiE, that as a governing body (and proprietors) we should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies should ensure their school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

3. We review our filters and monitors using appropriate tools from [UK Safer internet centre](#) and for our [Prevent duties](#). [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)](#)

4. We recognise that it is essential that appropriate filters and monitoring systems are in place, we recognise that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

5.5 Information security and access management and reviewing on-line safety

1. We recognise we are directly responsible for ensuring the appropriate level of security protection procedures are in place, in order to safeguard our systems, staff and learners. We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To assist, we will use the guidance contained within https://www.nen.gov.uk/ and https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools

2. Our Governing Body understands that technology in this area evolves and changes rapidly and we will therefore keep the matter under regular review by, for example, using relevant assessment tools, [360 Safe Website](#) and [Online safety in schools Questions from the Governing Body](#)

5.6 Mobile devices

1. Our school recognises that many children have unlimited and unrestricted access to the internet via 3G, 4G and in the future 5G, in particular and our school will carefully consider how this is managed on our premises and issue specific guidance for pupils and staff in respect of this.

5.7 Staff Training and support for parents and carers

1. The Governors recognise the need for staff to undergo regularly updated safeguarding training and the requirement to ensure our children are taught about safeguarding, including online safety. With that in mind, online safety training for staff will be integrated, aligned and considered as part of our overarching safeguarding approach. It will also be considered within our teaching and learning policy and practice.

2. We recognise Annex B of KCSiE 2023 contains many useful resources which we will share with our staff and parents and carers to enable them to support safer use of the internet by all.

6.   OFSTED INSPECTIONS

1. The Governing Body recognises that Ofsted's inspection of early years, schools and post-16 provision will be carried out using the following framework – found https://www.gov.uk/government/publications/education-inspection-framework

2. We also recognise that inspectors will always report on whether arrangements for safeguarding children and learners are effective.

3. As a Governing Body we will ensure that we are familiar with the new inspection framework and inspecting safeguarding in early years, education and skills guidance found https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills and how we can use those documents to monitor the safeguarding framework in our school.

7. PRIVATE FOSTERING

1. Our school recognises that private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation **by a person who is not a parent, person with parental responsibility for them or a relative in their own home.**

2. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

3. Our school will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

4. We will ensure our staff are aware of the link to the comprehensive guidance on the circumstances in which private fostering may arise can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf will be followed where private fostering is known or believed to be taking place.

8.   ADDITIONAL SPECIFIC SAFEGUARDING ISSUES

10.1 Child abduction and community safety incidents

1. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

2. We recognise other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

3. If we are informed about such an incident we will make contact with the police, by 999 if we believe someone is immediate danger or a crime is being committed.

4. We recognise the benefits of working with the police and taking advice from WSCC press office if sharing concerns about specific incidents with parents.

5. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We will consider this in our RSHE curriculum, working with partners including the police where we can enhance the universal taught curriculum.

6. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. We will consider this within our wider RSHE curriculum. Further information is available at:

- http://www.actionagainstabduction.org/

- https://clevernevergoes.org/

10.2 Children in the court system

10.3 Criminal Court

1. Our school will do all we can in supporting any of our children/young people who are required to attend court to give evidence in criminal court.

2. We recognise that this maybe because crimes were committed against them or for crimes they have witnessed. An age appropriate guides to support children 5-11-year olds, accessed here .

3. Our school will ensure our pupils have access to these booklets. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

10.4 Pre-trial therapy

1. Our school will always do all we can to support our pupils, which includes providing counselling and other types of therapy. We are aware, however, that where the pupil is a witness in a criminal trial we must ensure relevant guidelines are followed – which can be found here. In any such situation we will be guided by the police in respect of provision of any therapy before trial.

10.5 Family court

1. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. Our school/college will make this available as it may be useful for some parents and carers. It can be accessed here.

10.6 Children Absent From Education – Also at part 17 below

1. Children absent from education are more susceptible to exploitation.

2. We will ensure our school understands the safeguarding duties we have when notifying the Local Authority when removing a child from our school roll at non-standard transition times.

3. The full details of our obligations are contained at part 17

4. Our school will adopt the WSCC policy and guidance in respect of Children Missing Education which is attached at part 17 below.

10.7 Absence from school

1. Where children do not turn up for school, we will follow our school's attendance policy.

2. We will ensure we have more than one parent/carer contact number for each pupil.

3. Where a student has not attended, and we are unable to contact any parent or carer, we will consider the matter from a safeguarding perspective.

4. In particular we will consider if there are any existing child protection or safeguarding concerns for the child – if there are, we will notify the relevant agency of the absence immediately.

5. We will also consider if there are any other special circumstances, for example, child or parent disability that may make it difficult for them to make contact with health or other services if they needed to, especially in times of emergency.

6. If there any concerns our school/college will consider making a home visit and contacting the IFD.

7. If there are significant concerns, we will contact the police immediately.

10.8 Absence from School - Revised School Attendance Guidance August 2020

1. Our school will follow the revised Government Guidance regarding attendance, which is in place from August 2020.
2. We recognise that from the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including:

   • parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
   • schools' responsibilities to record attendance and follow up absence
   • the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct

3. The guidance also gives clear guidance on where not attending in Covid-19 related circumstances will apply.
4. Further advice and support can be found at **Annex 5** below and by contacting Pupil Entitlement Investigation on.

   Email - PEI@westsussex.gov.uk
   Tel - 0330 222 8200

10.9 Elective Home Education

1. As a school we recognise that many homes educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we also recognise this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

2. From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll (See Annex 4 below re removal from roll)

3. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recognise that KCSiE 2021 recommends that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

4. As a school we recognise that, on hearing of parents considering removing a child for EHE, Schools are encouraged to make contact with the EHE team to discuss any concerns they may have.[1]

5. Where the child is on a Child Protection / Child in Need or Early Help plan, we as a school recognise **we must**, at the earliest opportunity, inform the agencies involved in those plans and the EHE team, and look to hold a meeting with professionals and parents / carers to discuss any concerns and to ensure the parental decision is in the best interest of the child.

6. As a school we are also aware of DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.[2]

10.10 Child Criminal Exploitation and Child Sexual Exploitation (CSE)

1. We recognise that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation

2. We recognise changes in behaviour can indicate signs of abuse or exploitation and we will, as a school, always hear the voice of the child and establish what underlying causes there are for changes in or continued poor behaviour.

All of our staff recognise:

1. in some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

2. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

3. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

4. Some of the following can be indicators of both child criminal and sexual exploitation where children:

    i.   appear with unexplained gifts, money or new possessions;
    ii.   associate with other children involved in exploitation;
    iii. suffer from changes in emotional well-being;
    iv.   misuse drugs and alcohol;
    v.   go missing for periods of time or regularly come home late; and
    vi.   regularly miss school or education or do not take part in education.

5. Children who have been exploited will need additional support to help maintain them in education.

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[1] The West Sussex County Council EHE Team can be contacted on - 0330 222 3300 / ehe@westsussex.gov.uk"

[2] https://www.gov.uk/government/publications/elective-home-education

6. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-basedmethods of compliance and may, or may not, be accompanied by violence or threats ofviolence.

7.

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9. Some additional specific indicators that may be present in CSE are children who:
   i. have older boyfriends or girlfriends; and
   ii. suffer from sexually transmitted infections, display sexual behaviours beyondexpected sexual development or become pregnant.

10. Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

10.11 Concerns a child is being exploited

1. If we have any concerns a child is being exploited we will take advice from IFD and complete the complex safeguarding child exploitation assessment form found https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse/child-exploitation-including-child-sexual-exploitation

10.12 County Lines

1. We recognise 'County Lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travelis required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

2. All our staff will recognise that:

   Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

   Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

   A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;

- have been the victim or perpetrator of serious violence (e.g., knife crime);

- are involved in receiving requests for drugs via a phone line, moving drugs,handing over and collecting money for drugs;

- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;

- are found in accommodation that they have no connection with, often called a 'traphouse

or cuckooing' or hotel room where there is drug activity;

- owe a 'debt bond' to their exploiters;

- have their bank accounts used to facilitate drug dealing.

3. Further information on the signs of a child's involvement in county lines is available in guidance published by the https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

4. If we are concerned that a child or young person is being exploited or being drawn into exploitation through county lines we will follow the guidance at 22.11 above.

10.13 Modern Slavery and the National Referral Mechanism

1. We recognise modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

2. We recognise that modern slavery effects all members of society and could be happening in our community.
3. Where we have any concerns modern slavery is happening we will contact the police and / or IFD.

4. We recognise we can obtain further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. https://www.gov.uk/government/collections/modern-slavery

10.14 Serious Violence

1. All staff in our school will be aware of the indicators which may signal that children are at risk from or involved with serious violent crime. We will be aware that indicators such as increased absence, a change of friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or injuries. In addition, 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.

2. We understand that such cases are often difficult to identify. As a school we will do all we can to hear the voice of the child, enabling all our children to share concerns, worries or feel enabled to ask for help.

3. Where we are concerned that a child at our school may be involved in serious violence or at risk of exploitation we will complete the child exploitation risk assessment found https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse/child-exploitation-including-child-sexual-exploitation

4. If there are any concerns a child is at risk of serious violence, we will contact IFD for advice.

5. If we are concerned that the child is at risk of imminent serious violence, we will call the police on 999.

10.15 Contextual Safeguarding Networks

1. Recent developments in building contextual safeguarding network can significantly increase the support to young people at risk of exploitation. This network looks at different aspects of potential abuse which is committed outside the home. More information can be found in the Pan-

Sussex Child Protection and Safeguarding Procedures
https://sussexchildprotection.procedures.org.uk/tkyqxo/children-in-specific-circumstances/exploitation

2. Further advice and guidance can be found by visiting https://westsussex.local-offer.org/information_pages/599-contextual-safeguarding

10.16 Cybercrime

1. We recognise Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

2. We recognise that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

3. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), we will consider a referral to IFD.

4. We will also consider referring into the Cyber Choices programme. (A nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.)

5. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at:

- National Crime Agency https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre https://www.ncsc.gov.uk/

10.17 Domestic Abuse

1. Our school/college recognises the definition of domestic abuse to be 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

2. As outlined in KCSiE 2023 and above, domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse.

They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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

4. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

5. Any concerns regarding domestic abuse will be considered by the Designated Safeguarding Lead or deputy with advice and guidance obtained from IFD.

6. As outlined in Keeping Children Safe in Education 2023, Operation Encompass helps police and schools work together and enables the school to support the child as soon as possible. Our school has joined the Operation Encompass scheme with Sussex Police.

7. Our school is aware of and will use where necessary the Operation Encompass National Teachers Helpline 0204 513 9990 in order to support our children if we receive an Operation Encompass notification.

8. Our school is also aware that IFD can also provide support.

9. We are aware that further information can also be obtained from:

- https://www.operationencompass.org/
- NSPCC - lockdown and domestic abuse,
- Refuge - effects on children and
- SafeLives: young people and domestic abuse

10.18 Homelessness

1. Our school recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

2. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

3. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

4. The Homelessness Reduction Act 2017 places a new legal duty on English Councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

5. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets can be found https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

6. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible before they are facing a homelessness crisis.

7. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents

or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's Services will be the lead agency for these young people and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

8. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation and is available here.

10.19 So Called Honour Based Violence (HBV) – including Female Genital Mutilation and Forced Marriage

*   So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of these dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be managed and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

*   For schools who may use children and/or other family members to translate information to parents and cares – **THIS MUST NOT BE DONE IF THERE ARE CONCERNS ABOUT so called honour-based violence**.

*   If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Designated Safeguarding Lead (or deputy) who will in turn contact the IFD.

10.20 Female Genital Mutilation (FGM) & Legal obligation to report acts of Female Genital Mutilation.

1. Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

2. 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.

3. From 31st October 2015, regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18's which they identify in the course of their professional work to the police.

4. The Home Office has published procedural information on the duty to help health and social care professionals, teachers and the police understand: the legal requirements placed upon them, a suggested process to follow, and an overview of the action which may be taken if they fail to comply with the duty. It also aims to give the police an understanding of the duty and the next steps upon receiving a report.

5. Guidance can be obtained here;
    *   Home Office: Mandatory Reporting of FGM – procedure information
    *   FGM Mandatory Reporting Fact Sheet
    *   FGM Reporting Flowchart for under 18's

10.22 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. We recognise our school/college can play an important role in safeguarding children from forced marriage.

- The Forced Marriage Unit has published [Statutory Guidance](#) [Multi-agency Force Marriage Guidance](#) pages 32-35 of which focus on the role of schools and colleges.

- School and college staff who have concerns about a forced marriage should contact the DSL or deputy DSL who should contact IFD for further advice. Specialist advice can also be obtained from the Forced Marriage Unit on 020 7008 0151 or email fmu@fco.gov.uk

10.23 Preventing Radicalisation

1. As part of our **safeguarding** training our school will train all staff at least annually in respect of preventing radicalisation.

2. We recognise children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

3. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

4. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

5. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

6. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

7. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. 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 act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

10.24 The Prevent Duty

1. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral and that our school/college is 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 to the need to prevent people from being drawn into terrorism".

2. This duty is known as the PREVENT Duty.

3. The PREVENT Duty will be seen as part of schools' and colleges' wider safeguarding obligations.

4. Our Designated Safeguarding Leads and other senior leaders will familiarise themselves with the revised Prevent Duty Guidance https://www.gov.uk/government/publications/prevent-duty-

especially paragraphs 57-76, which are specifically concerned with schools and childcare.

5. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

6. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

7. We recognise that further information can be obtained from WSCC Preventing Extremism and also Keeping Children Safe in Education 2020 for national on-line training courses(pages 89-91).

10.25 Channel Programme – for those at risk of radicalisation

1. Our school/college recognises Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

2. Prevent referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel Panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

3. Our school designated safeguarding lead/senior staff will understand when it is appropriate to make a referral to the Channel programme.

4. Further information is available here:
   - **Prevent and Channel Duty – A Toolkit for Schools**
   - **Channel Guidance**
   - **Making a Channel Referral in West Sussex**
   - **Prevent Channel Referral Form**

5. Further advice and guidance regarding the PREVENT Duty and preventing radicalisation and violent extremism can be accessed on the West Sussex Service for Schools website, accessed https://schools.westsussex.gov.uk/Services/3601

10.26 Allegations against other pupils which are safeguarding issues

1. Occasionally, allegations may be made against a pupil by other pupils 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.

2. Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not.

Examples of safeguarding issues against a student could include:

Physical abuse:
- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional abuse:
- blackmail or extortion
- threats and intimidation (including racist or homophobic/religious remarks, cyber-bullying)
- isolating an individual from social activities
- exploiting any situation which may compel another student to do or not do something against their wishes, for example, sexting

Sexual abuse:
- indecent exposure, any form of sexual assault, or encouraging others to engage in such activity
- forcing others to watch pornography or taking part in 'sexting'

Sexual Exploitation:

- encouraging other children to engage in inappropriate sexual behaviour
- photographing or videoing other children performing indecent acts

(For sexual abuse / exploitation see section 24 below)

Procedure

1. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.

2. A factual record should be made of the allegation, but no attempt at that stage should be made to investigate the circumstances (though further discussion with the alleged victim/perpetrator may be required by the school if further assessment required prior to safeguarding decision).

3. The Designated Safeguarding Lead should contact the IFD to discuss the case where appropriate.

4. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral when appropriate.

5. If the allegation indicates that a potential criminal offence has taken place, school will consult with the police and IFD.

6. Parents of both the perpetrator and the alleged victim should be informed and kept updated on the progress of the referral, unless to do so would place the alleged victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought from the IFD.

7. The Designated Safeguarding Lead will make a record of the concern and a copy will be kept on both pupils' files.

8. Where neither Children's Social Care nor the police progress an investigation, a thorough investigation should take place using the school's normal disciplinary procedures.

9. In situations where the school considers a safeguarding concern remains present, a risk assessment should be prepared along with a preventative plan. The plan should be monitored, and a date set for a follow up review with everyone concerned. The plan should reflect both the physical and emotional safety of all pupils concerned.

10.27 Children with family members in prison

- Our school/college is aware of the additional challenges faced by children who have a parent/carer sent to prison. We recognise that this could well be an adverse childhood experience and we also recognise such children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

- NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Our school/college will work in accordance with that guidance, found here, in supporting children in our school who have a parent or carer in prison.

10.28 Other aspects of risk – Bullying / Emotional Health & Well-being

- In addition to the information contained in section 12 above, additional information is provided on the following areas;

- Bullying including cyberbullying.

- Our school has an anti-bullying strategy which is used by all staff. National guidance on anti-bullying can be found here. In addition, support for victims of significant bullying can be provided by the local Early Help hub and by visiting Your Space .

1. We are familiar with the guidance and information contained with part 5 KCSiE 2023 and also DfE guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf which has been produced to assist schools and colleges to manage cases of sexual violence and harassment between pupils.

2. At our school 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.

3. 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 policy or anti -bullying policy in the first instance.

4. However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns.

5. **All staff** should recognise that children are capable of abusing their peers. All our staff should be clear about our school policy and procedures with regard to child-on-child abuse.

6. We recognise the importance of an ambitious broad and balanced curriculum which develops students understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.

7. We will ensure that, in our school or college, our policy will include procedures to minimise the risk of child-on-child abuse.

8. We recognise and will ensure that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

9. We understand that schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We will ensure we have a positive cultural of challenge and reporting in our school.

10. We recognise that children may not find it easy to tell staff about their abuse verbally. We understand children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per this policy, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

11. As always when concerned about the welfare of a child, all our staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

12. The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

13. Our school recognises 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.

14. 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.

15. 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.

11.1 Our staff will recognise the importance of:

1. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

2. not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

3. 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.

4. Recognition of the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.

5. The different forms child on child abuse can take, such as: bullying (including cyberbullying).

6. Sexual violence and sexual harassment. (Which is covered in much more detail below).

7. Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) Also covered below.

8. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

9. Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

10. Initiation/hazing type violence and rituals.

11.2 Preventing Child on child Abuse

1. As a school we will

2. Provide a developmentally appropriate education syllabus which develops pupils understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.

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

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

5. Develop robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

6. Provide clarity on how allegations of child-on-child abuse will be recorded, investigated and dealt with.

7. Have clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported.

8. Provide a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

9. Recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously

11.3   Sexual violence – rape & sexual assault, including by penetration.

•   We recognise it is important that our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act.

•   **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

•   **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

11.4   What is consent?

1. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g., to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

11.5 Sexual harassment

1. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

2. Whilst not intended to be an exhaustive list, sexual harassment can include:

•   Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
•   Sexual "jokes" or taunting;
•   Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
•   Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence[3]. It may include:

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[3] Project DESHAME provides useful research advice and resources regarding online sexual harassment – found here

- Non-consensual sharing of sexual images and videos; Sexualised online bullying; Unwanted sexual comments and messages, including, on social media; and Sexual exploitation; coercion and threats

11.6 Upskirting

1. Our school recognises that upskirting is a criminal offence and we will take any allegations of such behaviour very seriously.

2. Upskirting typically involves taking a picture up or under a person's clothing without them knowing. The picture is taken with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

3. When an allegation of upskirting is brought to our attention we will respond as we would for any other disclosure of potential abuse.

4. We will follow the principles as set out in responding to reports of sexual violence and harassment above and will take advice from IFD on how to progress any allegation of upskirting.

5. Where any suspect for a case of upskirting is identified as being a pupil at our school we will initially be guided by police but will always seek to support that pupil in accordance with the principles set out in 22.23 below.

11.7 Sharing Nudes and semi-nude images

1. We recognise the guidance issued in December 2020 by the Dept for Digital, Culture, Media and Sport and the UK Council for Internet Safety published guidance Sharing nudes and semi nudes: advice for education settings working with children and young people[4].

2. This guidance separates incidents of those under 18 sharing nude or semi-nude images into two broad areas: 1 - aggravated and 2 - experimental.

3. Aggravated can be sub-categorised into the following areas:

- An adult is involved,
- Youth only and there is an intent to harm – for example used to threaten or exploitation, Youth only and reckless misuse – for example sharing images widely without consent but no intent to harm.

4. Experimental can be sub-categorised into

- Where images have been shared within a romantic context
- Where young people share images of themselves with others for sexual attention[5]
- Another reason

5. Response

- We will have a thorough understanding of the guidance and assess each case on its own merits. Where aggravating factors may be present, the matter should be referred to police on 101 and IFD.

- Where there are no clear aggravating factors, settings should consider whether a safeguarding referral to IFD should still be made, taking advice from IFD where appropriate

- We will consider Annex 10 when responding to such cases.

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[4]https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

[5] The guidance identifies sexual attention seeking. The phrase 'sexual attention seeking' is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image.

11.8 Part Five, Keeping Children Safe in Education

1. We recognise Part five of Keeping Children Safe in Education 2023 contains helpful information and guidance, which we will refer to when managing cases of child sexual violence and harassment. (Part Five KCSiE is attached at Annex 9 below.)

11.9 Responding to reports of sexual violence and sexual harassment

1. We recognise it is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in

   place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

2. Annex 10 of this policy, *Briefing Note: Sexual violence & harassment between children in schools & colleges* outlines key considerations for schools and colleges. The briefing note contains information on how to respond and refer to reports of sexual violence and sexual harassment, safety plans, and how to support all the children and young people involved.

3. We recognise that this briefing note sets out the local context and outlines when schools should contact the police and the integrated front door. We will use this briefing note when responding to any reports of sexual violence and sexual harassment.

4. As set out above, we as a school recognise sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here' and should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college.

5. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school or college. Important considerations will include:

   a) the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children

   b) the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed

   c) the ages of the children involved

   d) the developmental stages of the children involved

   e) any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?

   f) if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)

   g) that sexual violence and sexual harassment can take place within intimate personal relationships between children

   h) importance of understanding intra familial harms and any necessary support for siblings following incidents

   i) are there ongoing risks to the victim, other children, adult students or school or college staff, and

   j) other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

6. We recognise If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

7. If a report is shown to be deliberately invented or malicious, we will, whilst supporting all young people involved, consider if any action should be taken as per our behaviour policy.

12   ALLEGATIONS AGAINST STAFF RECORDS

- Any records generated in respect of an allegation will be kept securely, accessed only by those who require doing so for legitimate investigation/safeguarding/review purposes.

- Any records will be kept separate from any other personal file relating to that staff member

- Any records will not be kept in any child's child protection file.

13. MANAGING PROFESSIONAL DIFFERENCES & CONCERNS

1. We recognise that, on occasions, we may disagree with a safeguarding decision made by another safeguarding professional or agency. Our school recognises that we must challenge such decisions and recognises such challenge as a vital tool in keeping children safe.

2. On occasions there may be differences of opinion between professionals in response to a specific safeguarding matter, for example, from the view of the school, Children's Social Care closing a case too early or removing a child from a child protection plan too soon.

3. Professional Differences and Concerns Protocol.

4. In such circumstances, the Designated Safeguarding Lead will assess the impact of such a decision on the child(ren) and where concerns remain, the Designated Safeguarding Lead will engage the Managing Professional Differences and Concerns protocol which can be found on the West Sussex Safeguarding Children Website, Professional disagreements and concerns.

5. As a Governing Body we will monitor the use of this protocol in keeping our children safe.

14.   ADULT SAFEGUARDING PROCEDURES

1. All of the fundamental principles of safeguarding apply equally to adults as well as children. For example, safer recruiting, recognising and responding to signs of abuse, referring when there are concerns and accurate record keeping, amongst many others, are all central to effective safeguarding practice.

2. However, the referral route for concerns for those aged 18 and over is different.

3. For education establishments who cater for young people aged 18 and above, or where any other school or college has concerns about a person aged 18 and over, the relevant local statutory guidance is contained within the Sussex Safeguarding Adult Procedures and can be found here.

4. For further advice and guidance in respect of general safeguarding those aged 18 and over can also be found here.

5. To discuss concerns relating to a person aged 18 and over please contact West Sussex Adult Social Care on 01243 642121.

6. Referral to adult's social care should be made using the [Adult Social Care Referral Form](#) on-line form.

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15.   COPY OF ANNEX B KCSIE 2022 – ROLE OF THE DSL

KCSiE 2023 - Annex C: Role of the designated safeguarding lead
[Keeping children safe in education 2023 (publishing.service.gov.uk)](#)

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16. WSCC CHILDREN MISSING EDUCATION POLICY

Children Missing Education

This policy and guidance is specifically for West Sussex schools and colleges and details how they must notify the Local Authority when they remove a child from the school roll at a non-standard transition point.

It also explains how schools and colleges must notify the Local Authority when adding a child to the school roll at non-standard transition points.

1. Statutory Guidance
Several significant updates were made in 2016 – please click here for Children Missing Education [latest statutory guidance.](#)

2. The Nominated Person for WSCC
The nominated officer for Children Missing Education in West Sussex is Andrew Parker
andrew.parker@westsussex.gov.uk

3. Overview
3.1 All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education (not on a school roll or in any other suitable provision) in their area.

3.2 Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

3.3 The law requires all schools to have an admission register and, except for schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

3.4 This policy outlines what schools and colleges must do when they either remove a child from or add a child to, the school roll at non-standard transition points.

3.5 For those children who are removed from the school roll under one of the 15 specific criteria listed at **5** below, the school must notify the Local Authority using the process at **6** below as soon as possible.

3.6 The Local Authority Children Missing Education Team will then make enquiries and establish whether the child is in receipt of other suitable education provision or is to be regarded as a Child Missing Education.

3.7 Poor attendance or Children Missing Education: Children Missing Education specifically relates to children who are not on a school roll or receiving suitable education elsewhere. Schools and colleges must be very clear not to confuse this with children who may be missing out on education through either poor attendance or truanting. For poor attendance and truanting issues, contact should be made in the first instance with Pupil Entitlement Investigations: 0330 228200 / educationwelfare.duty@west sussex.gov.uk; or if the school and college consider the child with poor attendance or who is truanting to be at risk then contact should be made with IFD or for urgent cases, the police.

4. Safeguarding
Information in this policy is intended to support normal school safeguarding practice. Schools MUST follow the normal route of contacting IFD on 01403 229900 where they have safeguarding concerns about any child. If those concerns are urgent, then schools should call the police.

5. Removal from Roll at NON-STANDARD TRANSITION POINTS – when and how to notify the Local Authority

5.1 All schools (including academies, free schools and independent schools) must notify their Local Authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the table below[6].

Table of Grounds for Removal from school roll at non-standard transition point

1	8(1) (a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his/her age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that s/he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that s/he has ceased to attend the school and the proprietor of any other school at which s/he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that s/he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that s/he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which s/he is registered
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) The proprietor and the local authority have failed, **after jointly making reasonable enquiries,** to ascertain where the pupil is. **Please note schools cannot unilaterally make the decision at point (iii). This MUST be done in consultation with the Local Authority Children Missing Education Team.**
7	8(1)(g) - that s/he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor her/his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that s/he has been continuously absent from the school for a period of not less than twenty school days and — (i) at no time was her/his absence during that period authorised by the proprietor in accordance with regulation 6(2);

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[6] Section 8 The Education (Pupil Registration) (England) Regulations 2006.

	(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) The proprietor of the school and the local authority have failed, after **jointly making reasonable enquiries, to ascertain where the pupil is.** **Please note schools cannot unilaterally make the decision at point (iii). This MUST be done in consultation with the Local Authority Children Missing Education Team.**
9	8(1)(i) - that s/he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period
10	8(1) (j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) The pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that s/he has ceased to be a pupil of the school.
13	8(1)(m) - that s/he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that s/he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— (iii) the pupil is a boarder at a maintained school or an Academy; (iv) charges for board and lodging are payable by the parent of the pupil; and (v) Those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

Notifying the Local Authority when removing a child from roll at non-standard transition point

The Local Authority **must** be notified when a school is to delete a pupil from its register under any of the above circumstances. This should be done **as soon as** the grounds for deletion are met, but **no later than** deleting the pupil's name from the register.   It is essential that schools comply with this duty so that local authorities can, as part of their statutory obligations, identify and track children missing education until they are back in school or receiving suitable education elsewhere.

When **schools or colleges** are removing a child from the school or college roll in the above circumstances, the Local Authority **MUST** be informed using the following on line form https://westsussex-self.achieveservice.com/en/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-fc8af06f-b6fe-47a7-bcb7-5541770fef3b/AF-Stage-c58d3dd3-f57f-4c38-8ee3-8115bf971d3a/definition.json&process=1&process_uri=sandbox-processes://AF-Process-fc8af06f-b6fe-47a7-bcb7-5541770fef3b&process_id=AF-Process-fc8af06f-b6fe-47a7-bcb7-5541770fef3b&noLoginPrompt=1

The Local Authority will always welcome contact from schools and colleges with the Children Missing Education Team before a child is removed from roll.

Notifying the Local Authority when on-rolling at non-standard transition point

All schools must notify the Local Authority **within five days** of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. In such circumstances the Local Authority should be notified by completing the following https://www-admin.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/notification-of-adding-to-the-school-register/?formcheck=checked

Further advice: The Nominated Contact for Children Missing Education in West Sussex is Sara Hughes, Senior Investigating Officer, Children Missing Education: 0330 2222059 / sara.hughes@westsussex.gov.uk.

17. RECORDING FORM

Child's name:			
Date and time:		DOB	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? use child's words)

Actions taken

Date	Person taking action	Action taken	Outcome of action

Name: **Designation:**   **Copied to:**

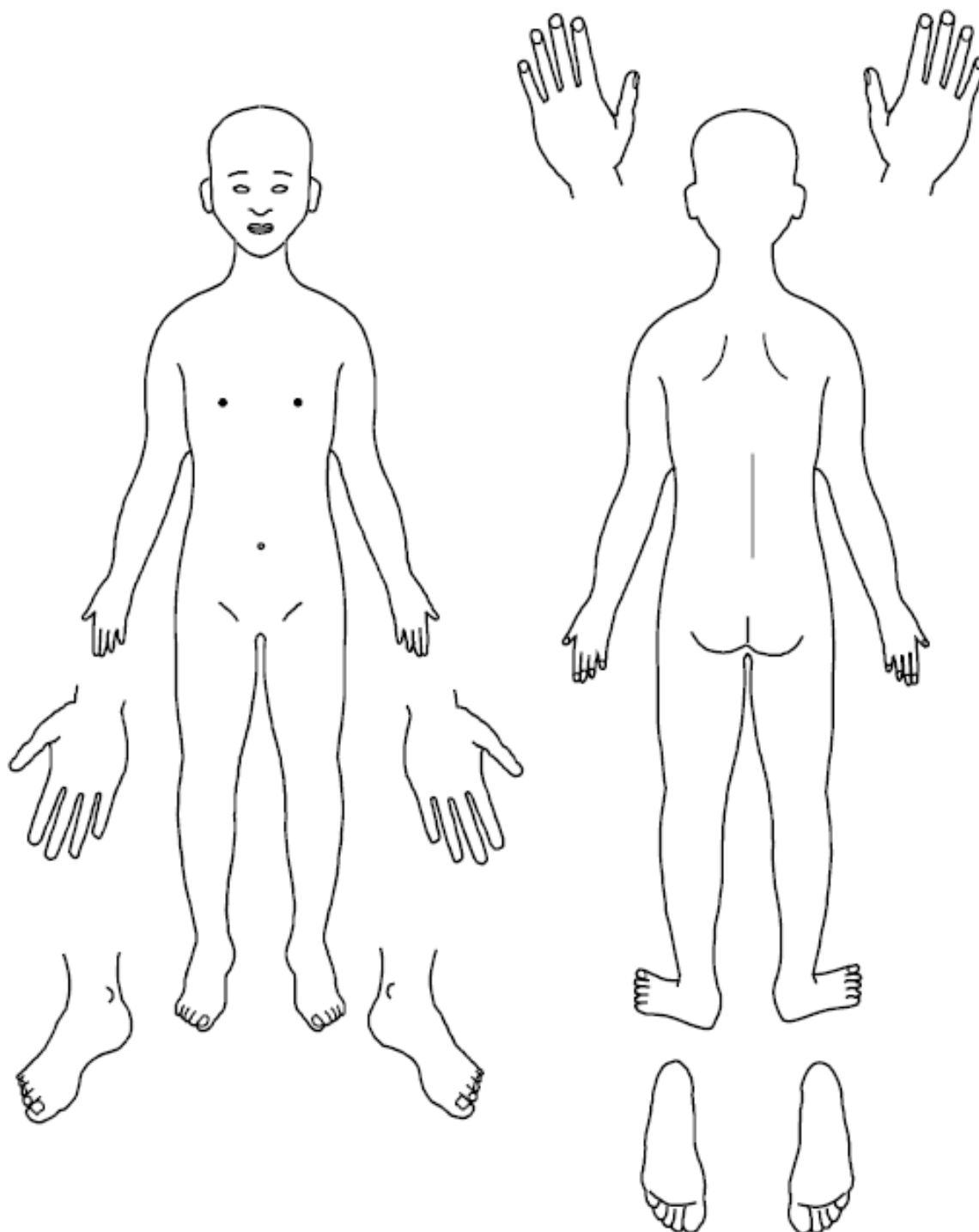| Date:	Details:	Current year group / class:	Current Social Worker & contact number:	Entry made by:
?????	**(This would include precis of any details of concerns raised in previous settings.)**			
	Action:			
	Action:			
	Action:			
	Action:			
	Action:			
	Action:			

19. SKIN / BODY MAP

Skin / body map

Name
of
Child:

_____

Date of birth: _____ Date of recording: _____

Name of completer: _____

20. KCSIE PART FIVE: SEXUAL VIOLENCE & SEXUAL HARASSMENT

Keeping Children Safe in Education 2023, Part five, Child on child sexual violence and sexual harassment

[Keeping children safe in education 2023 (publishing.service.gov.uk)](#)

21. BRIEFING – SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

Safeguarding in Education

Briefing Note: Sexual violence & harassment between children in schools & colleges.

Dear colleagues,

Keeping Children Safe in Education 2023[7], Sexual violence and sexual harassment between children in schools and colleges (Guidance Sept 2021)[8] and Working Together to Safeguard Children 2018[9] provide statutory safeguarding guidance for schools and colleges in how to recognise and respond to safeguarding concerns. Pan Sussex Child Protection & Safeguarding Procedures[10] are for the use of all professionals to recognise and respond effectively to safeguarding concerns.

If, within your setting, you receive a disclosure of sexual assault you must, as soon as possible, contact the police on 101 and West Sussex Children Services via the Integrated Front Door (IFD) on 01403 229900.

Where any person is in immediate danger, or you believe a serious sexual assault has just occurred, you must contact the police on 999.

Where there is a safeguarding concern about a person working or volunteering with children and young people you must contact the WSCC Local Authority Designated Officer (LADO) also via the IFD.

This briefing, produced by the West Sussex County Council's Safeguarding in Education team, is generated in support of the statutory guidance outlined above and Pan Sussex Procedures, it is not a substitute or replacement.

This briefing considers some of the wider issues and is intended to enable school leaders and governors in West Sussex schools to review current practice and consider where there are development opportunities, including the recommendations from the Ofsted review at part 1 below.

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[7] [Keeping children safe in education 2023 (publishing.service.gov.uk)](#)

[8] [https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](#)

[9] [https://www.gov.uk/government/publications/working-together-to-safeguard-children--2](#)

[10] [https://sussexchildprotection.procedures.org.uk/](#)

The content of the briefing can be used within your child protection policy to outline your settings response to sexual violence and harassment between children in your setting.

If you have any questions regarding the content of this briefing please contact the Safeguarding in Education Team on 0330 222 4030 or safeguarding.education@westsussex.gov.uk who will be happy to assist.

Ofsted review of sexual abuse in schools and colleges

On the 10th of June 2021 Ofsted published a review of sexual abuse in schools and colleges.[11]

In conducting the review Ofsted spoke to approximately 900 children who reported significant levels of both contact and on-line abuse and harassment.

The review also highlights a difference in perception between staff and young people regarding the prevalence, with the review reporting: [In the focus groups,] many children and young people talked about teachers not 'knowing the reality' of their lives or being 'out of date'. In general, they reported much higher incidences of sexual harassment, online sexual abuse and bullying behaviours than teachers and leaders tended to be aware of.

The review also highlighted good practice where staff and leaders' perceptions aligned more closely with that of the pupils and appeared to be the case in schools where the topic has been – and continues to be – openly discussed and challenged, and where records of incidents are kept and analysed.

1.1 Recommendations from the Ofsted review for school and college leaders

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.

This should include:

- *a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'[12]*
- *high-quality training for teachers delivering RSHE*
- *routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse*
- *a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated*
- *working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour*
- *support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs and*
- *training to ensure that all staff (and governors, where relevant) are able to:*

  i. *better understand the definitions of sexual harassment and sexual violence, including online sexual abuse*
  ii. *identify early signs of child-on-child sexual abuse*

  iii. *consistently uphold standards in their responses to sexual harassment and online sexual abuse*

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[11] https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges

[12] Further guidance for RSHE curriculum please see section 5 below

1.2 Ongoing support

You may be experienced in managing sexual abuse in your setting and have a clear view of where your setting is currently when considered against the recommendations above.

The Safeguarding in Education Team are available on 0330 222 4030 or email safeguarding.education@westsussex.gov.uk.

1.3 Training

The latest DSL network considered this subject, and a recording of that session is available on the safeguarding in education pages on West Sussex Service for Schools site. The safeguarding in education resources pages on West Sussex Service for Schools holds further training material. In addition, the model safeguarding training generated for all schools, annually in September, will include reference to this briefing document.

Managing newly reported sexual assault and harassment disclosures, including sharing of images.

2.1 New Disclosures

All complaints / disclosures of sexual harm will be discussed with the young person and parents before referrals are made to the police / Integrated Front Door unless by doing so generates an immediate safeguarding risk or could hamper a police investigation.

Please take advice from the police or Integrated Front Door before speaking to any other young people who may be involved, especially any alleged perpetrator, or their parents / carers.

Where your setting receives a complaint from a young person regarding a rape or sexual assault, including assault by penetration, or 'upskirting', local guidance is that your setting must contact Sussex Police on 101 as soon as possible. Where there is information to suggest any person is in immediate danger or that there is a possibility that forensic evidence will be lost, then the local guidelines are to call Sussex Police immediately via 999.

2.2 Referral to the Integrated Front Door following a referral to police

Once the matter has been referred to the police, local guidance is that your setting must also refer the matter into the Integrated Front Door: Tel 01403 229900 | email: WSChildrenservices@westsussex.gov.uk

2.3 Third party reports

An example of this might be that your setting is made aware that a possible sexual assault has taken place, but you are unable to speak to the young people involved, for example, because they have not attended school that day, or they have declined to speak with you.

In such cases school should take advice from the police by contacting 101 or 999 if anyone is believed to be in immediate danger.

2.4 Young people under 16 who are engaging in sexual activity, but neither is making any allegations of sexual assault

The criminal justice system does not seek to criminalise young people who, although under 16, but older than 12, are willingly engaging in sexual activity. In such cases it is important to establish from the young people involved if any coercion or manipulation is occurring or whether there is a significant gap in age, maturity or learning ability. Where there is clear coercion or manipulation,

clear disparity in age or learning ability, then the school should contact the police on 101, or 999 if an emergency or where forensic evidence may be lost.

After obtaining information from the young people involved, if it is unclear if there is any coercion / manipulation or significant gap in age, maturity or learning ability, then the school should take advice from their local police neighbourhood youth officer as to how to proceed.

Irrespective of whether there is any coercion or manipulation, a referral should be made to the Integrated Front Door (IFD).

2.5 Children under 13

Any information regarding children under 13 engaging in sexual activity must be referred to the police and IFD as soon as possible.

2.6 Children under 10
Children under 10 cannot be charged with any crimes as they are regarded in law as being too young to understand the implications of their actions however in such circumstances a referral must be made to the Integrated Front Door.

2.7 Harmful Sexual Behaviour
Where children engage in sexual behaviours which may be harmful, schools and colleges should take guidance from the pan-Sussex Child Protection Procedures, part 8.13,

Schools and colleges must consider referring the matter for advice from the Integrated Front Door when they have a potential case of harmful sexual behavior.

2.8 Sharing nude and semi-nude images: advice for education settings

In December 2020 the Dept for Digital, Culture, Media and Sport and the UK Council for Internet Safety published guidance Sharing nudes and semi nudes: advice for education settings working with children and young people[13].

This guidance separates incidents of those under 18 sharing nude or semi-nude images into two broad areas: 1 - aggravated and 2 - experimental.

Aggravated can be sub-categorised into the following areas:

- An adult is involved,
- Youth only and there is an intent to harm – for example used to threaten or exploitation, Youth only and reckless misuse – for example sharing images widely without consent but no intent to harm.

Experimental can be sub-categorised into

- Where images have been shared within a romantic context
- Where young people share images of themselves with others for sexual attention[14]
- Another reason

Response

Education settings should have a thorough understanding of the guidance and assess each case on its own merits. Where aggravating factors may be present, the matter should be referred to police on 101 and IFD.

Where there are no clear aggravating factors, settings should consider whether a safeguarding referral to IFD should still be made, taking advice from IFD where appropriate.

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[13]https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

[14] The guidance identifies sexual attention seeking. The phrase 'sexual attention seeking' is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image.

2.9 Consultation, Assessment and Treatment Service

The Consultation, Assessment and Treatment Service (CATS) is a multidisciplinary psychological service working with children and young people up to 18 years of age who have engaged in, or are alleged to have engaged in, harmful sexual behaviour (HSB). CATS is a Sussex Partnership NHS Trust service, commissioned by West Sussex Children's Social Care to undertake specialist assessments and therapeutic interventions with children and their families. CATS also work closely with, and provide consultation to, the professional network around the child and family, to ensure a robust multi-agency response to safeguarding, to facilitate an understanding of the child's HSB and to support the child to move forward safely.

When Harmful Sexual Behaviour has been identified a referral to CATS should be made by the allocated social worker following a discussion with the parents / carers. Whilst CATS are only able to accept referrals from social services telephone advice can be sought from the service by any professional by contacting the CATS' office on 01403 223268.

It is important to note that any safeguarding concern should be first reported to the police and the Integrated Front Door, as outlined above, before contacting CATs for advice.

Schools should not wait for the outcome (or even the start of) a police or social services investigation and should seek to implement immediate safeguarding measures to safeguard others, and prevent further allegations of HSB, please see the CATS school safety plan, at Appendix A, to support with this.

2.10 School Safety Plans for any harmful sexual behaviour, sexual violence or sexual harassment

CATS have generated a school safety plan, (Appendix A) which should be used as soon as possible to implement safeguarding measures to support all young people involved.

The safety plan should not wait until the outcome of any police or children services investigation, however there are specific considerations about what can and cannot be shared with the young person when there is a police investigation school. Please see the safety plan for more information.

National advice & guidance - including NSPCC helpline for those affected

To support your setting in responding to peer-on-peer sexual violence and harassment, you should be aware of the following guidance and resources:

- *Keeping Children Safe in Education 2023, especially part 5, child on child sexual assault and harassment*
- *Working Together to Safeguard Children, 2018[15]*
- *Sexual violence and sexual harassment between children in schools and colleges (sept 2021)*
- ***New guidance regarding sexting** has been issued by the Dept for Digital, Media, Culture and Sport, in December 2020. This guidance is titled Sharing nudes and semi-nudes: advice for education settings working with children and young people and identifies aggravated and*
- *experimental situations and provides guidance on how each should be dealt with. (See Sec 2.8 above.)*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance[16]*
- *Pan Sussex Child Protection & Safeguarding Procedures, specifically part 8.10, Children who Harm Other Children[17] and 8.40 Sexually Active Children*
- *NSPCC – Protecting children from child-on-child sexual abuse[18] which shares information of recognizing, responding and prevention amongst other areas.*
- *NSPCC helpline for people who have experienced sexual abuse in an education setting which is available for young people and adults, and for anyone who works or volunteers in a school*

16
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

[17] https://sussexchildprotection.procedures.org.uk/tkyplx/children-in-specific-circumstances/children-who-harm-other-children

[18] https://learning.nspcc.org.uk/child-abuse-and-neglect/peer-on-peer-sexual-abuse#heading-top

setting and needs support and guidance[19] The Report Abuse in Education helpline can be reached on 0800 136 663, on Monday to Friday 8am - 10pm, or 9am - 6pm at weekends. It can also be contacted by email at help@nspcc.org.uk

Child Protection & Safeguarding Policy / Training of staff

Policy
This briefing is for guidance for schools in West Sussex. Further statutory guidance within Keeping Children Safe in Education 2021 has been issued by the DfE. This statutory guidance should be incorporated into your child protection and safeguarding policy.

Policy on school website
It is recommended that any updated policy is made accessible to the public on your school's external webpages as soon as possible

Staff training
It is recommended that all your staff, including volunteers, receive regular safeguarding training throughout the year, which could include updates on this area. It is recommended that you can evidence the impact of any training for any subsequent Ofsted inspections.

West Sussex Service for Schools hosts a DSL Digital Library and hosts short presentations on specific issues, for example, Online Sexual Harm Reduction Guides, Sexual Health Services in West Sussex amongst many others.

Review of previous incidents in your school

1. Review previous allegations
It is recommended that you review any previous child on child sexual assault / harassment / bullying allegations involving children and young people still attending your setting. This is to ensure support has been, and where relevant, continues to be provided to all young people involved and that all safeguarding concerns have been considered and referrals made to the police and Children's Social Care where relevant.

It is also recommended that your review of previous matters considers incidents that may not be exclusively related to sexual assault / harassment / bullying but has potential elements of such behaviour. For example, criminal exploitation can frequently have significant elements of sexual assault and coercion to engage in sexual activity, often as part of initiation or hazing activities.

2. Those under investigation by the police
It is recommended for those matters which are still under investigation by the police, that you ensure there are regular updates recorded within the relevant children and young person's child protection files, especially where there is any change in risk and up to date risk assessments.

3. Safety plans
It is recommended that you use a safety plan to identify how your setting is supporting the young people involved and managing any on-going risk. An example safety plan is attached below at Appendix A and also located within the Safeguarding in Education, Specific Areas of Safeguarding section on West Sussex Service for Schools[20]. It is recommended that any safety plan is regularly reviewed with the child, parents, and where appropriate, other relevant agencies.

4. File sharing
It is recommended that where a young person, who may pose a safeguarding risk to another person, has moved to another educational setting[21] you review whether sufficient information has been shared with that new setting to enable them to manage any potential risk.

Maximising the opportunities to teach safeguarding to your children and young people

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[19] https://learning.nspcc.org.uk/news/2021/april/sexual-abuse-in-education-helpline-launched

[20] https://schools.westsussex.gov.uk/

[21] Up to and including to year 13.

Statutory Status
The RSE & Health Education became statutory from September 2020, with schools starting to teach from it by at least the start of the summer term 2021, if not before. The DFE are clear that the development of the new curriculum should be an 'iterative process' where pupil need is at its heart during the academic years 20-21 and 21- 22.

A fully considered and embedded RSHE curriculum tailored to the specific needs of your pupils is fundamental to children developing healthy relationships with their peers.

There is a lot of guidance available to schools, both from the DfE and other providers[22].

WSCC Education for Safeguarding – E4S
Over the last two years, WSCC has developed Education for Safeguarding or E4S. E4S is a whole school approach to developing a needs based RSHE curriculum via an interactive platform. The approach is based on four cornerstones – Relationship / Sex Education, Digital & Media Literacy, Personal Health & Wellbeing and Emotional Health & Wellbeing. Using E4S will enable you to generate a bespoke curriculum for your specific setting and maximise the opportunities for you to teach your pupils about relationships and other aspects of the RSHE curriculum. E4S meets all the statutory elements of RSHE and ensures that all areas of the DfE guidance are fully met within your setting.
For further information about E4S please visit *https://www.e4swsccalpha.co.uk/learning*

Communications

With parents / carers and staff
The general issue of safeguarding is no doubt one that you will want to talk about regularly with your staff, pupils and parents/carers and engage them in the conversation about how to stay safe.

While your school retains responsibility for your communications, the WSCC Communications and Engagement Team is happy to offer advice on this and is available to review a letter on this topic, if that is helpful, using the below contact details.

It is important to stress that no child or young person should be identifiable in any communications, including where there is a risk they could be identified even without naming them. Depending on the circumstances, certain legal protections may also be in place to prevent identification in the media, but these do not always prevent information circulating on social media. If you are unsure, or would like further guidance, the WSCC Communications & Engagement Team is happy to offer advice. Please note that media representatives do not have the right to enter school grounds without permission.

Media Enquiries
While schools retain the responsibility for managing enquiries from the media, should you be contacted by a journalist, or if your setting is identified in any social media platform connected with or similar to Everyone's Invited, it is recommended that you make contact with WSCC's Communications & Engagement Team by emailing pressoffice@westsussex.gov.uk or calling 033 022 28090. Press officer staff are available to support you with how to respond appropriately.

If the enquiry relates to an active police investigation, then the police will take the lead in any press statements / content of any messages to parents. Once again, it is recommended that you contact WSCC Communications & Engagement Team who will liaise with their police counterpart before any press statements are given.

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[22] https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Sussex Partnership **NHS**

NHS Foundation Trust

Assessment and
Treatment Service

1st Floor, New Park House

North Street, Horsham,

School Safety Plan:
Assessment and Treatment Service (ATS)[23]

The ATS is a specialist team in West Sussex working with young people who present with Harmful Sexual Behaviours (HSB). Hackett (2014) defines HSB as *"sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards others, or be abusive towards another child, young person or adult."*

Any incident of HSB toward another child should be considered within a broader child protection context and schools should refer to the Keeping Safe in Education (DfE, 2018) guidance and follow local safeguarding policies, which will include a referral to IFD (Multi Agency Safeguarding Hub). However, schools should not wait for the outcome (or even the start of) a police or social services investigation and should seek to implement immediate safeguarding measures to safeguard others and prevent further allegations of HSB.

The ATS School Safety Plan is intended to support this initial safeguarding process and facilitate discussions around potential risk within the school setting, regardless of whether the HSB occurred within the home, school or community context. These initial safeguarding measures should be considered to be in the best interests of those involved and should not be perceived to be a judgement of guilt of the alleged but should be implemented regardless of whether the young person admits or denies.

Ideally, the young person should be provided with the opportunity to contribute to their own safety plan, and the steps that they can take to avoid any further allegations of HSB. If the **child is aged under 10** they are below the age of criminal responsibility and therefore the plan can be completed fully prior to the strategy meeting and should be shared with the child as soon as possible.

When the allegation of HSB is against **a young person 10 years and over** the Designated Safeguarding Lead (DSL) should complete and implement as much of the plan as possible without sharing it with the young person. The DSL will need to liaise with the police at the strategy meeting regarding any ongoing police investigations and what information can and cannot be shared with the young person and at what stage. Although a police investigation may prevent school staff in the short term from discussing the HSB directly with the young person, a School Safety Plan will still need to be put in place to ensure robust safeguarding of others which is of paramount importance.

The DSL may need to consider how to implement an interim plan that ensures the safety of others and the young person without the need to communicate the plan to the young person.

Careful consideration should be given to how to communicate the safety plan with the young people involved including the victim(s) and their parents. To facilitate this, please find a *Summary of the School Safety Plan* provided at the end. It will be important that the Safety Plan is reviewed regularly to ensure that it is effective and remains appropriate.

The ATS Safety Plan should also consider strengths alongside risk and building the young person's strengths and protective factors as they mitigate the level of risk. This will also be an important aspect of the plan moving forward.

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[23] © Dr J Willis, Dr J Holder, Dr D Pearse, Ms J Bull (Assessment and Treatment Service)

School Safety Plan:
Assessment and Treatment Service (ATS)

Name of young person:

Date of Birth:

School:

Designated Safeguarding Lead:

Date safety plan agreed:

Date of review:

The following questions are not intended to be an exhaustive or definitive list. The level of supervision required is likely to vary and should be assessed on a case-by-case basis taking into account the context of the HSB and the educational setting.

Harmful Sexual Behaviour	

• **What was the context of the HSB?** Was it spontaneous or planned? Frequency, duration, severity? One or multiple victims? Where did the behaviour take place? Was there any force, threat, coercion?
     o Where
     o When
     o What
     o To whom
 	
• **Has the young person been spoken to about their behaviour?** What was their response? Are they able to think about ways in which they could keep themselves safe? What are their ideas?
 	
• **Are staff aware of what to do in the event of further incidents of problematic or harmful sexual behaviour**, how to record these incidents or concerns and who to seek support from?
	3.

Adult support	
• **Have key staff members been made aware of the HSB allegation and of the supervision plan?** Does the young person know who is aware and who they can access support from? • **How will you support the young person's emotional well-being?** Is there a key adult in school who has built a relationship with the young person and could be an emotional confidant? 4. • **Are there any times or circumstances when the young person seems more unhappy/distracted/upset/distressed?** Can extra	5.

support be put in place around these times? •	
The classroom environment	
• **Does a higher level of supervision need to be considered in the classroom?** If so, who will take responsibility for this additional supervision, and what will it look like? • **Are there any spaces within the classroom that are more difficult to supervise?** Do any changes need to be made to the classroom layout, seating plans and/or daily routines to increase safety and ease of supervision? Hold in mind any other vulnerable young people, and how this dynamic might be managed. • **Are there any times or circumstances when the young person leaves the classroom?** Does additional supervision need to be put in place? 6. • **If the alleged victim also attends the school;** does there need to be any changes to the classes that the young person attends, changes to the timetable and/or consideration to any other activities?	7.
Outside the classroom/ unstructured times	

• **Are there any spaces within the school that are more difficult to supervise?** Consideration should be given as to whether additional planning is needed around this. Again, hold in mind any other vulnerable young people, and how this dynamic might be managed.
    o Use of toilets
    o Break time
    o Lunch time
    o PE / changing
    o Transitions between classes
    o Travel between home and school
    o After school / breakfast clubs
    o Are there any other spaces within the school which are more difficult to supervise?
 	
   • **Is there a protocol in place if the young person does not arrive on time or cannot be found?**
	8.

Technology	

• **If the HSB includes use of technology, consideration may be given to the following:**
    o Mobile phones
 	
    o Computers
    o Handheld devices
 	
• For further advice on how to manage illegal images, see UKCCIS and West Sussex guidelines	

Building Protective Factors	
• **What are the young person's strengths?** Are they continuing to access things that they previously enjoyed? Do they have interests outside of school, prosocial activities, after-school clubs? Opportunities to feel successful? How are they relating to their peers?	

• **Can more be done to support and develop their strengths?**	
Whole School Approach	
• **Does the ethos and culture of the school promote healthy relationships?** Is there opportunity to explore concepts such as respect, consent and healthy relationships as a whole class/year group? Are protective factors promoted, do the young people know how to keep themselves safe? • **Are school staff aware of / accessed training around HSB and/or supporting children's healthy sexual development?** Do staff feel confident in identifying and addressing inappropriate sexual behaviour?	
Review	
• **Is the current safety plan working?** Is the network satisfied that the plan is sufficient and appropriate? Have there been any further incidents or concerns? • **Is the young person aware of the safety plan?** How does the young person feel about the safety plan? Is the young person adhering to the safety plan? • **Have any additional factors come to light which require adaption to ensure safe practice?** What will these changes involve and who will be responsible for implementing these changes? • **Are there any changes coming up e.g., a school trip that need to be discussed and planned for?** What will these changes involve and who will be responsible for implementing these changes? • **Is there a balance between risk management and building strength?** What more could be done or need to be done?	

Summary of School Safety Plan
Assessment and Treatment Service (ATS)

Key changes made to the young person's school day, including any adaptations, timetable changes and areas for supervision:

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-
-
-
-
- **Please record who this Summary of School Safety needs to be shared with:**

Name: Signed:

23. ANNEX TRANSFER OF RECORDS FORMS

PART 1 Transfer Record
To be completed by the establishment sending the files

Name of child:	
DOB:	
Establishment sending CP files:	
Address of establishment:	
Method of delivery:	BY HAND SECURE POST ELECTRONICALLY
Date sent/ delivered:	
Name of DSL at sending establishment:	
Name of staff member sending CP file:	
Name of staff member CP file being sent to:	
Name of DSL at receiving establishment:	
SIGNATURE of person sending:	

Transferring establishment:
- Please ensure that the child protection file is passed to the Designated Safeguarding Lead at the receiving school using a secure method of delivery with Part 1 of this form completed.

- ALL CP files should be sent securely and separately from all other files being transferred.

- If a CP file contains active concerns regarding the pupil a conversation between DSL's at the sending and receiving establishments should also take place.

PART 2: Receipt of CP file proforma
To be completed by receiving school or college

Name of establishment receiving file:	
Address:	
Date received:	
Name of member of staff receiving file:	
Signature of receipt of file:	
Date of confirmation of receipt sent to previous establishment:	
Signature of person sending confirmation of receipt:	

Receiving Establishment:
- Part 2 should be completed and returned to the Designated Safeguarding Lead at the sending establishment as named in Part 1.

- You are advised to keep a copy for your own reference.

- If a CP file contains active concerns regarding the pupil, a conversation between DSLs at the sending and receiving establishments should also take place.