



## **SAFEGUARDING POLICY**

### **CHILD PROTECTION**

#### ***Background***

At Hurstpierpoint College, the protection and welfare of our pupils is of paramount importance.

Hurstpierpoint College staff (including governors, supply staff and volunteers) have a child-centred approach to safeguarding, considering at all times what is in the best interests of the child and recognising that safeguarding is everyone's responsibility. We appreciate the importance of children receiving the right help at the right time to address risks and to prevent issues escalating. We are committed to act on, and refer, early signs of abuse and neglect and to reassess and challenge when there is inaction.

This policy applies to the Senior, Prep and Pre-Prep Schools, including the Early Years Foundation Stage. This policy is available to parents, both on the College's website and as a paper copy on request from the Headmaster's secretary. This policy is written in accordance with inter-agency procedures agreed with the West Sussex Safeguarding Children's Board and has regard to the following guidance and advice:

- 'Keeping Children Safe in Education' (Sept 2018) (KCSIE).
- 'Working Together to Safeguard Children' (July 2018).
- 'What to do if you're worried a child is being abused' (Guidance: March 2015).
- 'Revised Prevent Duty Guidance: for England and Wales' (July 2015).
- The Prevent Duty: Departmental advice for schools and childminders (June 2015).
- The use of social media for on-line radicalisation (July 2015).
- Sexual violence and sexual harassment between children in schools and colleges, Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (Guidance: May 2018).
- Disqualification under the Childcare Act 2006 (DfE, July 2018).
- Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015).
- Information sharing: advice for practitioners providing safeguarding services to children, young people (HM Government, July 2018).
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for child internet safety (UKCCIS), August 2016).

- Children missing education (DfE, September 2016).
- Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation (DfE, February 2017).
- Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016).

This policy is reviewed on an annual basis by the school governors. The last date of review was November 2018.

### **Designated Lead and Deputy Contact Details:**

The **Designated Persons** who take responsibility for child protection matters are as follows:

Designated Safeguarding Lead (**DSL**) for the whole school, including the EYFS:

Mrs Debbie Stoneley: Director of Safeguarding

[debbie.stoneley@hppc.co.uk](mailto:debbie.stoneley@hppc.co.uk) 01273 836523 (w) 07590 042857 (m)

Deputy Designated Safeguarding Lead (**DDSL**):

Mrs Caty Jacques, Deputy Head Pastoral Care

[caty.jacques@hppc.co.uk](mailto:caty.jacques@hppc.co.uk) 01273 836887 (w) 07545 981355 (m)

The Governor with responsibility for Safeguarding and Child Protection:  
Dr Sadhana Brydie Email: [bursar@hppc.co.uk](mailto:bursar@hppc.co.uk)

The West Sussex Children's Safeguarding Board (WSCSB) procedures can be found at:

[www.westsussexscb.org.uk/our-procedures](http://www.westsussexscb.org.uk/our-procedures) or

<http://pansussexscb.proceduresonline.com/chapters/contents.html> or

telephone: 03302 225296

### **Other contacts:**

The West Sussex Designated Officer (LADO – now called **the DO**) is Lindsey Tunbridge-Adams.

For allegations against staff or volunteers working at the school the number is 0330 222 3339.

The contact where there are concerns that a child may be at risk, or in need, is the Multi Agency Safeguarding Hub (MASH) Horsham 01493 229900, Out of Hours 03302226664 Email: [MASH@westsussex.gcsx.gov.uk](mailto:MASH@westsussex.gcsx.gov.uk)

The DfE dedicated non-emergency helpline for support and advice about extremism is 020 7340 7264 (or online at [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)).

To make a Channel Police referral (for radicalisation concerns) contact the Sussex Police Prevent Team - Telephone 101/ ext. 531355 or Email: [prevent@sussex.pnn.police.uk](mailto:prevent@sussex.pnn.police.uk) or contact the MASH on the number above

Teaching Regulation Agency (TRA) – 53-55, Butts Road, Earlsden Park, Coventry, CV1 3BH

Tel: 0207 593 5393 Email: [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)

## **Related Policies**

This policy should be read in conjunction with the following Hurstpierpoint College Safeguarding Policies:

Anti-Bullying policy (including cyber-bullying) –

Behaviour and discipline policy

Use of images policy

Missing pupils' policy

Alcohol policy

Smoking policy

Intimate care policy

Pupils' entitlement to privacy policy

Pupil acceptable use policy

Relationships and Sex Education policy (RSE)

Recruitment, Selection and Disclosures policy

Drugs and substance abuse policy

Restraint policy

Mental health policy

E-mail & Internet policy

Social media policy

Death and bereavement policy

Learning support policy

Equal opportunities for pupils policy

Health and safety policy

EYFS mobile device policy

Children Missing in Education

Transgender Guidance and

The Staff Code of Conduct.

## **Recruitment, Induction and Training**

### **Safer Recruitment**

Hurstpierpoint College follows the government's guidelines for safer employment of staff who work with children. (Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2018)) The procedure which is followed is detailed in the school's Recruitment, Selection and Disclosures Policy.

### **Induction of new staff and volunteers in safeguarding and child protection.**

Every new member of the teaching, support staff and volunteers, including new peripatetic musicians and sports coaches, is required to attend a training session on child protection. Every effort will be made to hold a session before the member of staff starts work or within the first week of arrival as a new member of staff at school.

This training includes:

- The identity and contact details of the DSL's.
- Familiarisation with the school's child protection policy.
- Familiarisation with the school's behaviour policy.
- Knowledge of the 4 categories of abuse and how to recognise the signs.
- Awareness of the systems within the school which support safeguarding and child protection, including the Children Missing Education Policy.
- Awareness of the procedures for handling disclosures.
- Familiarisation with the Staff Code of Conduct and the Procedure for reporting a wrong-doing.
- Awareness of the role of the DSL (see Appendix 3 for more details).
- Awareness of the process for making referrals to the MASH.
- An awareness of the Early Help process, Signs of Safety, making a referral and their role in this.
- A requirement to read at least Part 1 of KCSIE 2018, and Annex A for those working in direct contact with children.

### **Training of staff and volunteers.**

The timing and content of all training is approved by WSCSB.

Induction training – is given to **all** staff and volunteers who work in the school and is refreshed every 3 years.

Level 1 or Basic Awareness training – is given to all teaching staff, matrons, medical staff, sports coaches, GAP students and secretaries who administer first aid in the prep and pre prep schools. This training is refreshed, in depth, every 3 years.

All staff have an annual Safeguarding update in the August staff INSET. Any further updates are emailed out to staff throughout the year.

Designated Persons training for the DSLs is provided by WSCSB and is refreshed every two years, at least.

- All training is Inter-agency training.
- All training is further supplemented in August INSET.
- All staff and volunteers sign a declaration when they have:
  - Received training as detailed above
  - Read the Staff Code of Conduct
  - Read Part 1 of KCSIE (2018) and Annex A (if working directly with children)

### **Early years provision safeguarding arrangements;**

- All staff are made aware that mobile telephones and cameras, whether they belong to the school or are personal devices, are not allowed to be used in the EYFS without the express permission of the Head of the Prep School. (See the EYFS Mobile Devices Policy) Staff who act in breach of this may be subject to disciplinary action.
- Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Head.
- The school will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the school is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware (or ought reasonably to have become aware) of it.
- The school will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).
- Written confirmation is obtained that appropriate child protection checks are applied to any staff employed by another organisation, who are working with the College's pupils on another site.

### **Promoting Awareness**

Our curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable in our school. We expect all the teaching staff, support staff, volunteers and medical staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age, amongst all our pupils, on issues relating to health, safety and well-being. All the staff, including the support staff and volunteers, have an important role to play, insisting that our pupils always

adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti bullying policy. Boarding house staff have a particularly important role to play. Guardians are appointed from Year 6, and this scheme is an important part of our peer mentoring support system across the College.

Time is allocated in pupil INSET, PSHE, Tutor Time, Circle Time and House Time at Hurst, for what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, chapel services and RS lessons are used to promote mutual respect and understanding. We use Tutor time, PSHE, Circle time and House assemblies to discuss bullying, (including cyber bullying), abusive behaviour and to promote the safe use of the internet and mobile phones, both in and out of school.

Online safety evenings are run for parents and both give advice and raise awareness of a number of issues. Information is regularly sent home via the Prep School newsletter. Laptop 'pulls', Child Sexual Exploitation and Online Protection (CEOP) updates are examples of topics that are covered. These evenings are open to all parents, regardless of the age of their children.

### **Teaching children how to keep safe**

At Hurst we ensure that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks (including radicalisation) and build resilience.

Internet safety is an integral part of the school's IT curriculum and also embedded in PSHE.

The school has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate materials online. The school's system is Smoothwall. Such systems aim to reduce the risk of children being subjected to harmful online interactions with others and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

Further information can be found in the school's IT and E-safety policies. This also includes the school's arrangements to ensure that children are safe from terrorist and extremist materials.

The school's filtering system is checked regularly by the DSL and any inappropriate searches are investigated.

### **Arrangements for visiting speakers**

Radicalisation and the Prevent Agenda is discussed in staff training. Staff are made aware of Prevent and their duty to have due regard to the need to prevent people from being drawn into terrorism. The DSL and her Deputy have both completed Prevent training. All staff in

direct contact with children are now required to complete the Westminster College of Policing online Prevent training. [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

A risk assessment has been carried out and the staff are aware that they have a duty to look out for those signs which may indicate that a child (or children) are being drawn into terrorism or other extreme ideologies. Any changes in behaviour or specific background factors are taken into account. They are told that this will necessitate a report to a Channel Police Practitioner. The school will play a full and active part in any supportive interventions that may be necessary.

Although a Christian institution, the College seeks to present the Christian message in an inclusive way and recognises the importance of introducing pupils to different beliefs and cultures. However, it will not invite speakers who do not advocate the mutual respect and tolerance of those with different faiths and beliefs.

The College has a duty under Prevent legislation to ensure that all visiting speakers are suitable and appropriately supervised. Visiting speakers will include individuals giving talks on academic subjects, pastoral matters and career guidance, as well as preachers in chapel.

- All visiting speakers must be assessed for their suitability by the member of staff organising the talk/visit. This assessment may be a personal recommendation or on-line references, but some basic background research must be undertaken and talks vetted in advance.
- The Deputy Head (Pastoral) will keep a record of visiting speakers attending the College.
- Staff organising talks should email the Deputy Head (Pastoral) at least one week in advance of the visit, using the message header 'VISITING SPEAKER'; detailing the name and credentials of the speaker; and outlining the topic and broad content of the talk.
- All visiting speakers must be accompanied at all times and a member of staff must be present during talks.
- Speakers attending on a regular basis or who will not be accompanied will be subject to vetting checks as set out in the College's Recruitment, Selection and Disclosures Policy and Procedures.

Mental Health evenings are also run regularly for parents, where a visiting speaker, a child psychologist, addresses various issues around child mental health and well-being.

Pupils have regular tutor time in which health and well-being issues are discussed and activities practised.

## **Boarding**

Children may be particularly vulnerable in residential settings. The requirements are set out in the National Minimum Standards (NMS) for Boarding Schools (April 2015). Hurstpierpoint College monitors its policies and procedures in order to comply with these standards. All staff

are aware of the need to be vigilant in a residential setting and, as appropriate, we will work closely with the host local authority and, where relevant, any local authorities that have placed their children here.

### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. Previously looked after children remain especially vulnerable and the College will ensure that all staff have the skills, knowledge and understanding to keep previously looked after children safe.

### **Alternative Provision**

Where a child is placed with an alternative provision provider, the College will make sure it is satisfied that the provider meets the needs of the pupil and obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out at that establishment.

### **Homestays**

Where children take part in exchange visits (either in the UK or abroad) the College will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. This will include obtaining a DBS enhance certificate with barred list information to inform the assessment.

### **Hurst as a Listening school**

All children at the College, regardless of their age, have an enormous support network around them. They have a significant number of people to whom they can turn at any time. These include the Chaplain, teaching staff, tutors, coaches, prefects, guardians, house masters and mistresses, school counsellors and the DSLs. The children also have access to an Independent Listener. All staff are committed to giving the children in our care the time and space that they need.

### **Role of Senior Pupils**

Prefects and Guardians in the Prep School and Senior Schools are given age appropriate Child Protection training with the DSL. The training includes discussing ways in which they can make sure that the younger children are kept safe, and the appropriate action they should take if they discover that a pupil is being bullied or abused. In the Prep School, pupils in Yrs6-8, who are Guardians, are also made aware that they must share concerns and receive relevant training from an outside provider.

## ***What to do in Particular Circumstances***

### **Whistleblowing**

#### **Where a member of staff has concerns about a colleague**

The College recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. The school aims, therefore, to ensure that there is a culture of safety and raising concerns, and an attitude of 'it could happen here'. No-one who reports a genuine concern, in good faith, needs to fear retribution.

If a member of staff has **any concerns** about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmaster, or, in his absence to the Head of Senior School, Head of Prep School or DSL. The Head will be kept informed.

If the allegation is against the Headmaster, the report should be made to the Chair of Governors, without informing the Head. The Chair of Governors can be contacted through the Bursar.

If the allegation is against the DSL, the Headmaster will be informed immediately.

Where a staff member feels unable to raise an issue with the Headmaster, or feels that their genuine concerns are not being addressed, other whistleblowing channels are now available.

Contact the NSPCC Whistleblowing Advice Line

Call [0800 028 0285](tel:0800 028 0285)

Any allegation will be thoroughly investigated under the College's Procedures for Reporting a Wrongdoing. However, the DO will be called and if there is evidence of criminal activity the Police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation.

#### **Where a member of staff has concerns about a pupil**

If any member of staff, or volunteer, has **any concerns** about any pupil or incident that touches upon safeguarding or child protection issues he or she should report them straight away to the DSL or her Deputy, or the Headmaster. Staff should not assume that somebody else will take action and share information that might be critical in keeping a child safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Safeguarding is the responsibility of **all** members of our community and, although referrals are usually managed by the DSL, **anyone** can refer a child to Children's Social Care if necessary. All staff and volunteers are made aware of this during training. The DSL, or staff member, will make prompt contact with the relevant Children's Social Care Team where there are concerns that a child may be in need of help, or at risk of harm.

In certain circumstances the Police may need to be called: for example, in known cases of Female Genital Mutilation (i.e. where you are informed by a girl under 18 that an act of FGM has been carried out). This is a criminal offence and reporting to the Police is mandatory by the teacher who discovers it. However, staff should still consider, and discuss, any cases with the DSL and involve children's social care as appropriate.

## **Early Help**

There is a difference between having concerns about a child (for instance where a pupil has not suffered and is not likely to suffer significant harm, but is in need of additional support from one or more agencies) and a child being in immediate danger.

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help from a number of agencies, an early help inter-agency assessment should be arranged.

All staff should be aware that providing early help is more effective in promoting the welfare of children than reacting later. All staff should be aware of the early help process and understand their role which includes:

- Identifying emerging problems.
- Discussing early help requirements with the DSL.
- Sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Staff should be aware that all children may benefit from early help but that they should be particularly alert to the potential need for early help of a child who:

- Is disabled and has specific educational needs.
- Has special educational needs.
- Is a young carer.
- Shows signs of being drawn into anti-social or criminal behaviour.
- Frequently goes missing from care of home.
- Is misusing drugs or alcohol.
- Is at risk of modern slavery, trafficking or exploitation.
- Is in a challenging family circumstance e.g substance abuse, mental health issues.
- Has returned home to their family from care.
- Is showing early signs of abuse or neglect.
- Is at risk of being radicalised or exploited.

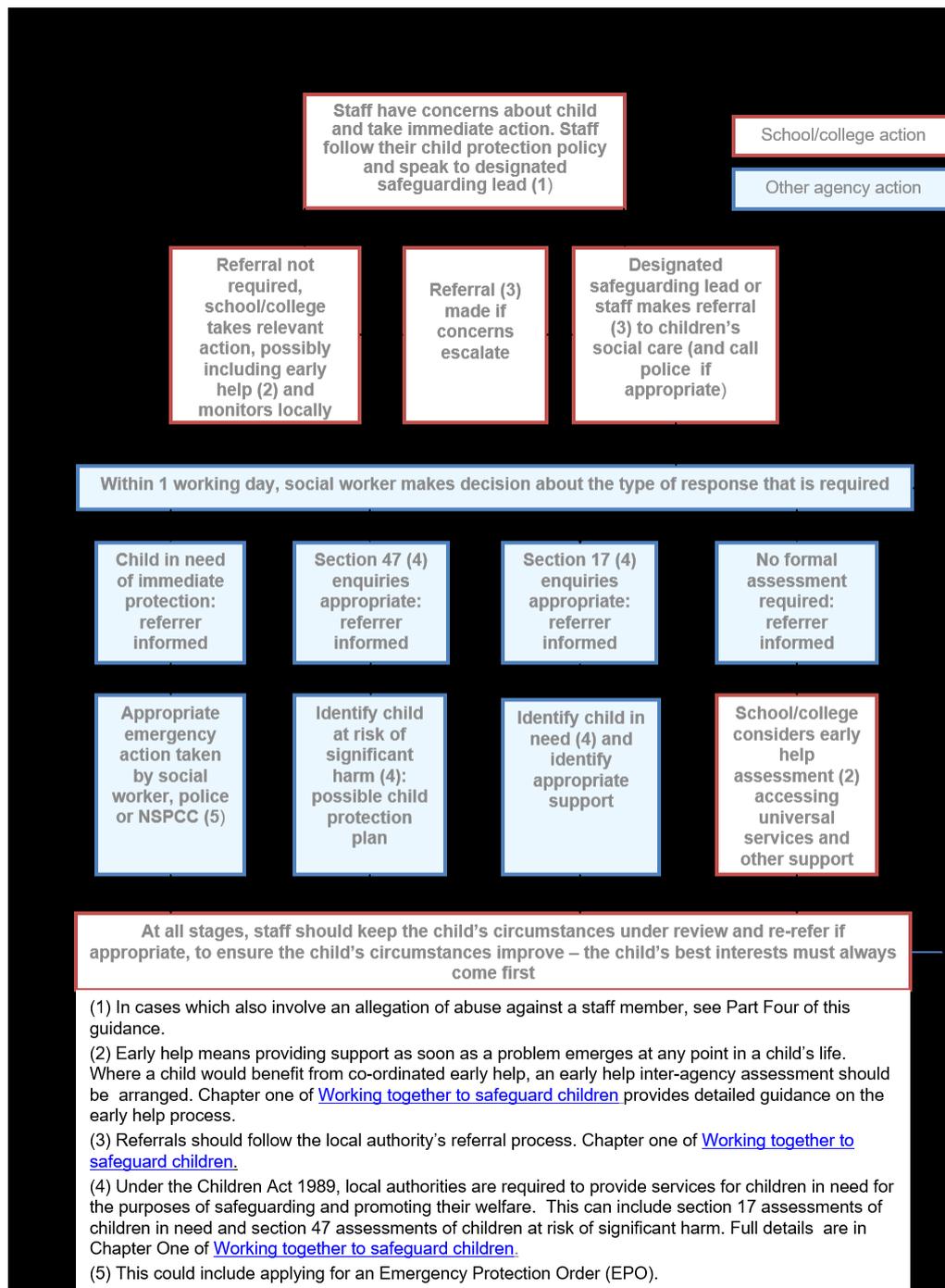
- Is a privately fostered child.

A member of staff or volunteer who considers that a pupil may benefit from early help should, in the first instance, discuss this with the DSL. If early help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. The DSL should keep the case under constant review and consider referring the case to the LA Children's Services if the child's situation does not improve.

### **Children at Risk**

This diagram illustrates what action should be taken, and who should take it, where there are concerns about a child.

## Actions when there are concerns about a child



## Children in Need

These are children who are not suffering from, or at risk of, serious harm but may need additional support either through health or educational provision e.g. Children and Adolescents Mental Health Services (CAMHS), Early Help or other local agencies. If a decision is made to refer the child to Children's Social Care this will normally be in consultation with

the parents, unless to do so would put the child at risk of further harm. Inter-agency assessment using WSLSCB processes will then be instigated. This will involve the use of the Signs of Safety assessment process, the Common Assessment framework (CAF) and/or the 'Team Around the Child' (TAC) approaches. The DSL has access to Holistix and has completed Holistix training.

## **Dealing with Disclosures or Allegations**

### **RECEIVE**

- Do not promise confidentiality. Explain that you may have to pass the information on. Do not say, (until you are sure that the disclosure does not concern her) that you will need to tell the DSL. Ask the child if they mind if you make some rough, handwritten notes.
- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse (NSPCC statistics) and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with revulsion or disbelief.

### **REASSURE**

- Stay calm and reassure the child that they have done the right thing in talking to you. It is essential to be honest with the child so try not to say things like, “everything will be alright,” when you aren’t sure that they will be. Try to alleviate feelings of guilt by saying, “You are not to blame”. Acknowledge how hard it must have been for the child to tell you.

### **REACT**

- Do not ask leading questions. In fact, just let the child talk. You can say, “Is there anything else you would like to tell me?” If not, do not press the child for more. Explain what you have to do next and to whom you have to talk. Use your professional judgement at this point as to the degree of danger the child is immediately in. Inform the DSL or DDSL straight away.

### **RECORD**

- When you are able, and with the DSL’s support if you need it, fill in the College Disclosure Form. This can be found online in GRS or as a hard copy in Reception areas, HoMs’ offices and from the DSL and DDSL. Do not destroy your original notes in case they are required by a court. Record the date, time, place, any noticeable verbal or non-verbal behaviour and the words used by the child. Give details of what was said, by whom and in whose presence and then sign and date the document. If the child uses their own private sexual words, record the actual words used, rather than translating them into ‘proper’ words. Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (one of them being the DSL or her Deputy). Draw a diagram to indicate the position of any bruising (Use body outline on disclosure form). Be objective in your recording: include statements and observable things rather than your interpretations or assumptions.

### **SUPPORT**

- Get some support for yourself, without disclosing confidential information about the child to colleagues. This can be an upsetting experience. Our College counsellors (Jerome Joseph and Lynette Eastwood) are here four times a week, and are based in the Medical Centre. The DSL will help you to find the support that you need.

Where there is a safeguarding concern, the school will ensure the pupil’s wishes and feelings are taken into account when determining what action to take, and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence.

## **Arrangements for dealing with peer-on-peer allegations**

Peer-on-peer abuse is abuse by one or more pupils against another pupil.

## **The nature and signs of children abusing other children**

Sexual violence and sexual harassment can occur between two or more children of any sex who are sexually assaulting or sexually harassing a single child or group of children. This abuse may be Physical, Sexual or Emotional/Psychological.

It may take the form of bullying, gender-based issues, intimidation, peer pressure, exclusion or exploitation. It may occur in school, out of school and online, through social media. A bullying incident should be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

It is important to recognise that girls are more likely to be the victims of sexual violence and that boys are more likely to be the perpetrators. At no stage should this behaviour be dismissed as 'banter'. It is not an inevitable part of growing up and challenging behaviours, such as grabbing bottoms, breasts or genitalia, should not be tolerated or normalised.

It is important to be aware of those children who may be particularly vulnerable to abuse by other children. Those especially vulnerable children may include those;

- With learning difficulties
- With physical disabilities
- With emotional or behavioural difficulties
- Displaying signs of anxiety or depression
- Who are LGBT
- Who have joined the School mid-year
- Are a young carer
- Have English as an additional language.

Child on child abuse may occur singularly or it may occur in groups. The nature of the abuse may not be immediately evident and this will be especially true if the abuse is in the subtle form of social bullying and exclusion. Staff should also be aware that the victims of such abuse may be reluctant to report it out of fear, appearing to be a 'snitch', and therefore run the risk of further alienation and exclusion. Extra pastoral support is likely to be necessary for those children.

It is important to keep in mind that those who engage in this behaviour will also need to be safeguarded in terms of dealing with behaviours and attitudes that are damaging to them, as

well as to their victims. It may be the case that action will be required in relation to a group of children, as well as action aimed at individual children.

**Action to be taken where there is an allegation about child on child abuse or sexual violence and/or harassment;**

The safety and the well-being of the victim(s) is paramount and therefore the first priority is to ensure the safety of the victim(s) – physical safety or emotional well-being – and minimise the possibility of further abuse.

Careful consideration will be given to the appropriate response to any report of child on child sexual violence and/or sexual harassment. This will involve a risk and needs assessment and take into account the nature of the alleged incident (including whether a crime may have been committed), the ages of the children involved, any power imbalance between the children, whether the incident is a one-off or sustained pattern, the on-going risks present and other related issues and the wider context. Special consideration will be given to the appropriateness of separating the perpetrator and victim from any classes they share.

The College anti bullying and behaviour policies deal with the vast majority of issues arising between children in the school and, in most cases, the procedures outlined in those policies will suffice. However, there may be cases where the serious nature of the abuse or the persistent and prolonged nature of the abuse, requires further intervention or the involvement of other agencies. Such cases may include:

- Serious assault
- Sexual assault – referring to offences under the Sexual Offences Act (2003)
- Sexual harassment – ‘unwanted conduct of a sexual nature’
- Sexual comments – telling sexual stories, making lewd comments, sexual ‘jokes’ or taunting, interfering with someone’s clothes or non-consensual sharing of sexual images and videos
- Grooming for sexual exploitation
- The supply of illegal substances
- Intimidation – physical, social or psychological, especially if accompanied by threats
- Prolonged bullying or exclusion – in school, out of school, online – designed to humiliate or degrade
- Peer pressure being used to encourage behaviour that is dangerous or damaging to individuals or groups.

Cases requiring immediate referral to Children’s Social Care services:

- A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

- Any concern or allegation that a child may be in danger of serious harm from others or from serious self-harm, physical or emotional- must be referred.
- Cases involving concern or allegations relating to serious assault, sexual assault, grooming, supply of illegal substances or intimidation aimed at encouraging illegal, or dangerous, or damaging behaviour.

The victims of such abuse must be made safe from further potential harm by placing them in the care of the DSL or a member of the SMT. Victims may not disclose the whole picture immediately and children who have been victims of sexual violence may be traumatised and struggle in a normal classroom environment. Perpetrators may also need support and disciplinary sanctions may need to be implemented. The School will be alert to the need for on-going safeguarding vigilance and support for both victim and perpetrator in all cases of child on child abuse.

Normally, parents or guardians of both victims and perpetrators would be contacted immediately, by telephone, to ask them to come into school as soon as possible so that they can be informed of the issues and the action taken. The only exception to this would be if there was a concern that any particular parent or guardian may be involved in any element of the abuse. Those who are suspected of being abusers in these cases may be removed from the school and/or placed under directly supervised internal exclusion within the school. The best interests of victims or the instructions of external agencies will largely determine the precise action taken.

### **Cases requiring special action within school and possible intervention by Children's Social Care services.**

If the nature of the concern is serious but it is not felt that there is immediate danger to the physical or emotional well-being of the victim, then the College will initiate a more extensive series of interventions, designed to safeguard victims, deal effectively with those engaging with harmful behaviour and resolve conflict.

Such concerns are likely to be social bullying and exclusion. This is often a complex issue, involving many students and it can often be the case that children are, at various times, both victims and engaged in abusive behaviour themselves. The principles set out in the anti-bullying policy apply here but, in addition, there may be a need for;

- Closer and more regular monitoring
- The involvement of parents
- Special staff briefings to ensure that all staff are aware of the issues and what action is required
- The use of mentors and advisors for particular children or groups of children – both victims and those engaged in harmful behaviours
- The use of monitored peer mentoring

- The use of professional counsellors or behaviour management specialists to assist with strategies
- The application of internal exclusion, fixed term external exclusion and permanent exclusion
- All actions taken must be recorded and dated. If serious issues persist and are not resolved and it is felt that there is a serious threat to the well-being or health of any individual or group of individuals, then referral must be made to Children's Social Care services. Advice will always be sought from the DO.
- At Hurst we recognise that our response to boy on boy, and girl on girl, sexual violence and sexual harassment has to be equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

### **Youth Produced Sexual Imagery (Sexting)**

When an incident involving YPSI comes to the school's attention the incident should be referred to the DSL as soon as possible. The DSL will then hold an initial review meeting with appropriate school staff. Where illegal images are involved, staff will avoid viewing them wherever possible and make sure they are not forwarded on.

There may be subsequent interviews with the young people involved (if appropriate) and parents will be informed at an early stage in the process, unless there is good reason to believe that involving parents would put the young person at risk of harm.

At any point in the process, if there is concern a young person has been harmed, or is at risk of harm, a referral will be made to the MASH.

The discovery of a sexting incident may require the school's disciplinary process to commence, as this one of the Big 12. Each case will be looked at individually, as the school may decide to respond to the incident without involving the police. Reference will be made to 'Sexting in Schools and Colleges: responding to incidents and safeguarding young people'.

## **Arrangements for dealing with allegations of abuse against teachers and other staff (including the Head, governors and volunteers)**

The College's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and West Sussex Children's Safeguarding Board (WSLSCB) arrangements and apply when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Whenever an allegation or disclosure of abuse has been made involving a member of staff which appears to meet the above criteria, the school communicates immediately with the DO at the WSLSCB on 0330 222 3339.

All allegations must be referred to the DO for advice before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual. In the case of serious harm, or if a crime has been committed, the Police must be informed from the outset. The College must not undertake its own investigation of an allegation without prior consultation with the DO or, in the most serious cases, the police, so as not to jeopardise statutory investigations.

Discussions will be recorded in writing and communication with both the individual and the parents of the child/children agreed.

The College would carefully consider whether the member of staff would be suspended or whether alternative arrangements should be put in place. The view of the DO, in conjunction with the College's policy and discussion with the 'case manager' would be adhered to at this point.

Restrictions (as set out in section 141 of the Education Act 2002) on the reporting or publishing of such allegations, against any member of staff, would be noted and every effort to maintain confidentiality and guard against unwanted publicity would be made. These restrictions apply up to a point where the accused person is charged with an offence, or the Teaching Regulation Agency, publishes information about an investigation or decision in a disciplinary case.

If a member of the boarding staff is suspended, pending an investigation of a child protection nature, he or she will be housed in accommodation off the school premises.

There is a requirement to report to the Disclosure and Barring Service (DBS) any person, (whether employed, contracted, volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The DBS address for referrals is P.O. Box 181, Darlington, DL1 9FA. Telephone: 01325 953795. A referral will be made to the Teaching Regulation Agency (0207 593 5393) where a teacher has been dismissed, or would have been dismissed, had he/she not resigned, and a prohibition order may be appropriate. The reasons for such an order are, unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

Allegations against a teacher who is no longer teaching, should be referred to the Police.

Historical (non-recent) allegations of abuse should be referred to the Police and to the DO.

### **The Governing Body (College Council)**

The governing body undertakes, at a meeting in the Michaelmas term, a review of the College's Child Protection Policy and its procedures and of the efficiency with which the duties have been discharged. All deficiencies or weaknesses in child protection arrangements, at any time, are remedied without delay.

The governing body will ensure, through the DSL, that the school will contribute to inter-agency working, in line with Working Together to Safeguard Children (2018), by fostering a good relationship with local agencies and ensuring that there is effective implementation of all child protection related policies.

### **Oversight of Safeguarding, including arrangements for reviewing policies and procedures**

Dr Sadhana Brydie is the governor designated to take a lead in relation to responsibility for safeguarding arrangements in the school.

The school has a safeguarding committee which comprises Dr Brydie and two other governors, the DSL and her Deputy and the Senior Nurse. The committee meets termly and discusses the report, which the DSL compiles, for the previous term. The meetings are minuted and Dr Brydie is able to report to the Council about incidents and their outcomes on a regular basis.

The DSL also reports in person to the governing body on all things which are related to the role, giving appropriate statistics as necessary.

The DSL trains the governing body in Child Protection, in accordance with guidelines from WSLSCB, and includes them in any email updates to staff.

The school draws upon the expertise of its staff, where possible, in shaping the school's safeguarding procedures or practice, to help prevent similar events in future.