

Safeguarding Policy – Whole School

7a

Responsible for Initiating Review of Policy	Governor with oversight. DSLs Senior and Preparatory Schools, Nursery.
Committee to Review	Senior Leadership Team
Last Review Date	September 2020
Review Period	Annual (or when required)
Approved by (Committee and Date)	Senior Leadership Team September 2020
Approved by Board of Governors	Approved - Welfare and Boarding Sub-Committee at the first Meeting each September
Effective Date of Policy	September 2020
Next Review Date	September 2021
Related Policies	10a Anti-bullying 9a Behaviour Policy 11a Health and Safety 7i Confidentiality Policy 7j Restraint Policy Staff Handbook - Guidance on Staff Pupil Relationships 7e Staff Code of Conduct 32c ICT Acceptable Use Policy Staff 32d ICT Acceptable Use Policy Pupils 32e Use of Social Networking Sites 32f Use of Email and the Internet at Work Policy Safeguarding code of conduct for visitors, contractors. 7b Whistleblowing Policy 18a Safer Recruitment Policy Visiting Speaker Policy 11g Use of Mobile Phones by Staff

1.0 Policy Statement

The Policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, the Education Act 2011, and has regard to:

Keeping Children Safe in Education (September 2020) (KCSIE)

KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006*

KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)

KCSIE also refers to *When to Call the Police*, non-statutory guidance from the National Police Chiefs' Council.

Non-statutory interim supplements to KCSIE: *Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates)* and *Safeguarding and remote education during coronavirus (COVID-19)* **See Appendix C.**

Working Together to Safeguard Children (September 2018) (WT)

WT refers to the non-statutory advice: *Information sharing* (2018)

Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:

The Prevent duty: Departmental advice for schools and childminders (June 2015)

The use of social media for on-line radicalisation (July 2015)

In addition, policy and procedure at Burgess Hill Girls is informed by:

The National Minimum Standards for Boarding Schools (NMS) under section 87 of the Children Act 1989.

Sussex Child Protection & Safeguarding

<https://sussexchildprotection.procedures.org.uk/>

The Policy will follow the procedures set out by the West Sussex Safeguarding Children Partnership (www.westsussexscp.org.uk) and take account of guidance issued by the Department for Education. Any deficiencies or weaknesses in child protection arrangements, identified by whatever means, will be remedied without delay. This policy should be read in conjunction with Keeping Children Safe in Education (KCSIE) part1 and annex A.

The Policy identifies arrangements made by Burgess Hill Girls to safeguard and promote the welfare of its pupils; and such arrangements have regard to any guidance issued by the Secretary of State.

The Governing Body takes seriously its responsibility under section 157 of the Education Act 2011 to safeguard and promote the welfare of the pupils and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering or are at risk of suffering serious harm and or abuse those who are in need of additional support from one or more agencies. The Governors recognise their responsibility to ensure that the school understands the risks arising from pupils that go missing from education or may be at risk from radicalisation and that effective procedures are in place to minimise these risks.

The Governors will appoint a member of the Governing body as the named Safeguarding Governor. The Governors will also appoint a Governor with responsibility for monitoring the Safe Recruitment procedures, a Governor with responsibility for monitoring Health and Safety procedures and a Governor with oversight of boarding and EYFS.

A review of the safeguarding policy must take place at least annually and include an update and review of the effectiveness of procedures and their implementation.

Key Contacts

- **Mrs Hilary Simpson** is The **Governor** responsible for Safeguarding contactable through the School on 01444 241050 or via the Bursar at bursar@burgesshillgirls.com
- **Mrs Liz Laybourn**, The Head, is the **Whole School Designated Safeguarding Lead (DSL)** liz.laybourn@burgesshillgirls.com. 01444 241050
- **Mrs Heather Cavanagh**, The Head of the Preparatory School/Deputy Head of School, is the **Designated Preparatory School/ EYFS (DSL) and Whole School Deputy DLS** heather.cavanagh@burgesshillgirls.com; 01444 241050
- **Miss Nicola Donson**, The Assistant Head Pastoral and Boarding, is **Designated Deputy Safeguarding Lead for Senior School (DDSL)** nicola.donson@burgesshillgirls.com; 01444 241050
- **Mrs Suzanne Roberts**, The Head of Nursery, is **Deputy Designated Safeguarding Lead for Nursery (EYFS/DDSL)**
- **Mrs Alison Hickman**, Deputy Head of Nursery holds a **DSL** qualification.
- West Sussex County Council – Head of Safeguarding 03302 222673 Mob: 07841 308548
- The Multi-Agency Safeguarding Hub (MASH) Single POC for safeguarding concerns in West Sussex:
 - E-mail MASH@westsussex.gcsx.gov.uk
 - 01403 229 900
 - 0330 222 6664 (out of hours)
- East Sussex contact details are as follows:
 - Email 0-19.SPOA@eastsussex.gov.uk
 - 01323 464222
 - 01273 335905/6
- **Ofsted** – 0300 123 1231, National Business Unit, OFSTED, Piccadilly Gate, Store Street, Manchester M1 2WD
- **Designated Officer (LADO)** : 0330 222 6450 Out of Hours Emergency: 03302 226664
- Social Services: 01243 642 555
- Police: 101
- Teacher Referral Agency
<https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>
- DfE Prevent helpline for staff and governors 020 7340 7264
counter.extremism@education.gov.uk

The Role of Governors

- 1.1 The designated governor will prepare an annual report for the Governing Body in consultation with the Head - Designated Safeguarding Lead (DSL) Senior School, Head of Preparatory School - Designated Safeguarding Lead (DSL) Preparatory School, Assistant Head, Pastoral and Boarding (DDSL) Senior School and Nursery Manager (DDSL Nursery) who will be asked to give evidence of implementation of procedures.
- 1.2 The Board of Governors recognises that safeguarding is a collective responsibility for the whole governing body and will receive reports from the Safeguarding Governor, the Governor with responsibility for monitoring the Safer Recruitment procedures, the Governor with responsibility for monitoring Health and Safety procedures and the Head annually.
- 1.3 All governors and staff believe that:
- All pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse.
 - Burgess Hill Girls provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.3 We recognise that:
- All governors and adults, including temporary staff and volunteers, have a full and active part to play in protecting our pupils from harm and that the child's welfare and best interests are our paramount concern.
 - Safeguarding covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the well-being of children: protecting children from maltreatment; preventing the impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

We also recognise the importance of:

- Early intervention and a culture of listening to the child to ensure that issues are identified as early as possible and that children receive the right help at the right time to address risks and prevent issues escalating.
- acting on and referring the early signs of abuse and neglect
- keeping clear records
- listening to the views of the child
- reassessing concerns when situations do not improve
- sharing information quickly
- challenging inaction

2.0 Guidance for parents, staff and pupils:

If you have any cause for concern in relation to a pupil's well-being or have encountered signs of possible abuse you must report your concern directly to the DSL who will make the appropriate decision according to the situation. Any member of staff can refer directly to

local agencies if necessary. We recognise the difference between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. Subject to procedures put in place by the West Sussex Safeguarding Children Partnership and reporting thresholds, the former should be reported to Children's Social Care immediately; the latter should lead to early help, inter-agency assessment and intervention using local procedures, including use of the 'common assessment framework' (CAF) and 'Team Around the Child' (TAC) approaches.

2.1 Senior School and Sixth Form

- the Head, Mrs Liz Laybourn, in her role as the Senior School Designated Safeguarding Lead (DSL), should be informed as soon as possible
- the Assistant Head (Boarding & Pastoral), Miss Nicola Donson, in her role as DDSL, should be contacted with issues pertaining directly to Boarding pupils
- If the Head (DSL) is absent, the Assistant Head (Pastoral (DDSL) and the Deputy Head (Preparatory School and EYFS DSL) should be informed.

2.2 Preparatory School and Nursery

- for the Preparatory School (Years 1-6), Nursery and Reception pupils (EYFS), the Head of Junior School, Mrs Heather Cavanagh in her role as Designated Safeguarding Lead (Preparatory School / EYFS DSL) should be informed as soon as possible.
- if the Head of the Preparatory School, Mrs Heather Cavanagh (Preparatory School/EYFS DSL) is absent the Head (DSL)
- for concerns relating to the Nursery, the Nursery Manager, Mrs Susanne Roberts (DDSL Nursery) or the Deputy Nursery Manager, Mrs Alison Hickman (DDSL Nursery) should be informed in addition to the Whole School DSL and DDSL.

2.3 The Head

- if the cause of concern relates to the Head, then the Chair of Governors, Dr Alison Smith, should be informed without notifying the Head first. The Chair can be contacted through the Bursar in his capacity as Clerk to the Governors.
- if the Chair of Governors is not available, referral should be made to the Local Authority Designated Officer (LADO) without delay.
- if an allegation is made against a member of staff or volunteer the Head should be informed immediately. In the absence of the Head, the Chair of Governors, should be informed immediately.
- a referral may be made directly by any member of staff (see appendix B)
- in case of serious harm and or abuse, the police should be informed from the outset.

When deciding whether to make a referral, following an allegation or suspicion of abuse, the Head and/or Senior or Preparatory School DSLs will not make their own decision over what appear to be borderline cases, but rather the doubts and concerns will be discussed with the Designated Officer (LADO), or the relevant safeguarding partners. Parental consent is not required when making a referral.

We will aim to restrict the reporting or publishing of allegations against teachers and thus make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE / General Teaching Council publish information about an investigation or decision

in a disciplinary case. The school will adhere to procedures relating to allegations against a member of staff as set out in Part 4 of Keeping Children Safe in Education – September 2020

2.4 Burgess Hill Girls aims to:

- support each pupil's development in ways that will foster security, confidence and independence
- provide effective provision in school for listening to the concerns of pupils in order to ensure early help
- an annual session will be provided, age specific, by pastoral leaders to all girls on keeping themselves safe
- provide an environment in which children and young people:
 - feel safe, secure, valued and respected
 - feel able to, and know how to, approach adults if they are in difficulties; believing they will be effectively listened to
- raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- provide a systematic means of monitoring children known or thought to be at risk of harm and those who are in need of additional support from external agencies, and ensure we, the school, contribute to assessments of need and support packages for those children
- emphasise the need for good levels of communication between all members of staff
- develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- review and support staff in relation to safeguarding matters to encourage improved professional practice over time
- develop and promote effective working relationships with other agencies, especially the police and social care

The Head has authorised staff to use 'reasonable force' to prevent a pupil compromising their own or others' safety and well-being (see Restraint Policy).

2.5 The School will support all pupils by:

- promoting a culture of safeguarding
- encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst condemning aggression or bullying (see anti-bullying policy)
- teaching them about safeguarding, including online, through the curriculum and PSHEE
- promoting a caring, safe and positive environment within the school ensuring that appropriate child protection checks and procedures apply to all staff including those employed by another organisation working with the school's pupils on another site
- liaising and working together with all other support services and those agencies involved in the safeguarding of children
- where applicable the school will ensure that staff have the training to enable them to develop the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. Appropriate staff will be

provided with up to date assessment information from the relevant local authority together with the most recent care plan available. Information will be provided regarding contact arrangements with parents, and delegated authority to carers, and information available to the designated person

- establishing procedures to enable pupils to report abuse by pupils against other pupils (peer on peer abuse)
- ensure arrangements are in place for the dealing with allegations of peer to peer abuse, including sexting and other relevant issues and that the victims are well supported
- establishing procedures to enable pupils to report abuse by the Head, member of staff or volunteers

2.6 The School will:

- not do anything that may jeopardise a police investigation, such as asking a child leading questions, or attempting to investigate the allegations of abuse
- keep procedures for safeguarding children under review and ensure they are in line with the Local Safeguarding Children Board procedures (MASH) and our Safeguarding partners.
- communicate with West Sussex Safeguarding Hub (MASH) whenever an allegation or disclosure of abuse has been made and confirm in writing within 24 hours or as required
- facilitate inter-agency assessment using local processes for any child in need of additional support from one or more agencies
- make immediate contact with Childrens' Social Care when safeguarding children who have suffered or are likely to suffer significant harm or abuse.
- for a child requiring additional support from one or more agencies, the designated safeguarding lead will make contact with outside agencies to allow inter agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.

2.7 Within Burgess Hill Girls we will:

- ensure all parents/guardians/carers are made aware of the responsibilities of staff members with regard to child protection procedures, in accordance with locally agreed inter-policy procedures through publication of the School's Safeguarding Policy on the School Website and in hard copy on request
- ensure selection and recruitment of staff and volunteers adheres to safer recruitment procedures and meets the requirements set down in the Keeping Children Safe in Education (September 2019) guidance
- ensure the School's recruitment process includes DBS checks and conforms to the requirements of the Independent Schools Standards Regulations (ISSR) 2014 (or as subsequently amended) (see safer recruitment policy)
- ensure that external providers of services have satisfied all relevant checks and regulations for working with children
- ensure that all staff know the name of the Designated persons and their roles
- ensure that all staff and Governors read part 1 of Keeping Children Safe in Education – September 2020 and where required Annex A.
- ensure that all staff read, understand (and sign to indicate this) and comply with the requirements of the Staff Behaviour Policy/Code of Conduct

- ensure that all staff, pupils and Governors are aware that any member of staff may make a referral to external agencies
- keep written records of concerns about children, noting the date, event and action taken and ensure that these records are kept secure
- ensure that staff know and understand that, in dealing with allegations or incidents of bullying, it may be necessary to invoke safeguarding procedures and inform the DSL
- ensure staff, and pupils are protected if they report allegations of abuse by another member of the school community (see 'Whistleblowing Policy/Procedure')
- follow the process outlined in Keeping Children Safe in Education (appendix B) 'Action when a child has suffered or is likely to suffer harm' (at the end of this document).
- work to develop effective links with the relevant agencies and cooperate as required with enquiries regarding safeguarding matters including attendance at case conferences and interagency meetings
- inform Children's Services if there is an unexplained absence of a pupil on the Child Protection Register of more than two days duration from school, or one day if following a weekend
- we will aim to restrict the reporting or publishing of allegations against teachers and thus make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA (Teaching Regulation Agency) publish information about an investigation or decision in a disciplinary case
- Burgess Hill Girls has a duty to consider making a referral to the (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are:
 - "unacceptable professional conduct"
 - "conduct that may bring the profession into disrepute"
 - "conviction, at any time, for a relevant offence"

Further guidance is published on the TRA website. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral.

- transfer relevant Child Protection information to a new school or college if/when a pupil on the Child Protection register leaves the school and inform the Local Education Authority of any change of school or schooling to home schooling (Children Missing Education 2016)
- inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Ofsted will be informed as soon as is reasonably practicable, but at least within 14 days
- appropriate checks will be made to ensure that the school has a commitment to ensure the safety of pupils when offsite, by following the rigorous safeguarding procedures, including the scrutinized risk-assessment produced internally, and accessing external documentation. No unsupervised activities take place on internal or external trips

- the school is committed to reporting promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met
- consideration of a referral to the TRA will be made where a teacher has been dismissed (or would have been dismissed if they had not resigned) and a prohibition order may be appropriate. The reasons such an order may be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a conviction at any time for a relevant offence.

3.0 Specific Safeguarding Issues

3.1 Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can be a warning sign of a range of safeguarding issues including abuse and neglect, sexual abuse or exploitation, mental health problems, substance abuse, travelling to conflict zones, risk of female genital mutilation and risk of forced marriage. Early intervention is vital and Staff should be aware of the school's unauthorised absence procedures.

As part of the transfer process contact will be made to confirm all pupils leaving Burgess Hill Girls have started at the school they have indicated as their new school. If the outcome is not confirmed parents will then be contacted to confirm the name of the school and then a confirmation communication will be made.

3.2 Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE):

Child sexual exploitation and child criminal exploitation are form of child abuse occurring where an individual or a group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. This may be in exchange for something the victim needs or wants and / or for the financial advantage or increased status of the perpetrator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can occur through the use of technology. This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Both child sexual exploitation and child criminal exploitation can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

NB – although some young people who are being exploited do not exhibit any external signs
Indicators include:

- Going missing for periods of time/coming home late
- Regularly missing school
- Appearing with unexplained gifts/new possessions
- Associating with other young people involved in exploitation
- Having older boy/girl friends
- Suffering from Sexually transmitted infections
- Mood swings/changes in emotional wellbeing
- Drug and alcohol misuse
- Displaying inappropriate sexualised behaviour

3.3 Female Genital Mutilation

There are four types of Female Genital Mutilation categories by the World Health Organisation and many names given to it. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.

Indications that FGM might take place soon include:

A girl may confide that she is about to have a “special procedure” or to attend a special occasion to “become a woman”. A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk. Parents state that they or a relative will take the child out of the country for a prolonged period. A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent

Indications that may have already taken place include:

A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems, spending longer than normal in bathroom due to difficulties urinating.
There may be prolonged or repeated absences from school and behaviour changes upon her return.

Where a member of staff suspects that an act of FGM appears to have been carried out on a girl who is under 18, there is a statutory duty to report it to the police; those failing to report such cases will face disciplinary sanctions.

NB staff will **not** be examining pupils.

All staff should discuss such cases with the DSL immediately.

3.4 Radicalisation and Extremism

Radicalisation is the process by which a person claims to support terrorism and forms of extremism. Extremism is defined as vocal or active opposition to fundamental British values including democracy, rule of law, individual liberty, mutual respect and tolerance of different Faiths and beliefs. We also include in our definition of extremism calls for the death of members of our Armed Forces, whether in this Country or overseas.

Staff should be alert to changes in girls' behaviour which could indicate that they could be in need of help or protection. Girls at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they must take action when they observe behaviour of concern. All staff should encourage pupils to develop positive character traits (such as resilience, determination, self-esteem and confidence). This will enable them to manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing. Reference should be made to:

Revised Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:

The Prevent duty: Departmental advice for schools and childminders (June 2015)

The use of social media for on-line radicalisation (July 2015)

Any staff with concerns must contact the Junior or Senior School DSL, local police or Prevent Lead. (Please see Prevent lead contact details:

Email counter.extremism@education.gov.uk

Telephone 020 7340 7264

If the member of staff contacts the police or Prevent directly, they should also alert the DSL.

Following a conversation with Police or the Local Authority, a referral to the Channel Programme may be made. Channel is a voluntary Government-funded programme which aims to safeguard children and adults from being drawn into terrorist activity. Channel can provide a support plan and specific interventions to protect people at risk including mentoring support for ideological or theological intervention. It is the school's policy that all staff are encouraged to undertake a Channel awareness e-learning programme.

If you are concerned that a child's life is in immediate danger or that she may be imminently planning to travel to Syria or Iraq, you should dial 999 or call the confidential anti-terrorism hotline on 0800 789 321.

3.5 Peer on peer abuse

Children can abuse other children. This may take a number of forms including, but not limited to bullying (including cyber-bullying), sexual violence and sexual harassment, physical abuse, sexting and initiation or hazing type rituals. Keeping Children Safe in Education Annex A September 2020 gives further information on the nature and indicators of peer on peer abuse and staff should discuss any concerns with the DSL without delay. At Burgess Hill Girls cases of abuse by one or more pupils against another pupil are rare but we recognise the importance of dealing promptly with issues that may arise.

The school recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. The school recognises that upskirting is now a criminal offence and is cognisant of the Voyeurism Offences Act 2019. The school recognises that upskirting could represent a form of child sexual exploitation or abuse by an adult or could manifest itself as peer on peer abuse. Upskirting would typically involve taking a picture under a person's clothing without their knowledge.

- all members of the Burgess Hill Community know and understand the term “abuse is abuse” and should never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up.’
- tutor time, PSHEE (Whole School) Professional and Life skills sessions (Senior School and Sixth Form) provide opportunities along-side the taught curriculum and the visiting speakers programme to reinforce an understanding of what constitutes ‘Peer-on peer abuse’ and to ensure such situations are kept to a minimum.
- our close community, excellent knowledge of each individual pupil and our proactive pastoral teams are well placed to spot this form of behaviour and raise awareness before the situation escalates.
- in the case of such situations arising the schools Anti-Bullying policy takes effect.
- all potential allegations of peer on peer abuse should be reported to the appropriate Pastoral Head and/or DSL.
- each case will be approached on an individual basis and the outcome determined by the severity of the case. Irrespective of the seriousness parents of all parties will be notified and involved.
- both the victim, perpetrator and any other child effected will be supported by a designated member of staff.

3.6 Serious Violence

- All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in 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 unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- Staff should be aware of the potential and associated risks and the school adheres to advice given by the home office in [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

3.7 Mental Health

- Staff should recognise that mental health problems can, on occasions, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Experiences relating to the COVID-19 pandemic including lockdown, remote learning, the cancellation of examinations and anxiety related to the return to full-time schooling may increase the risk of mental health issues for some pupils and staff.
- Staff are well-placed to observe a child’s day to day behavior and moods that could suggest that they are experiencing a mental health problem or are at risk of developing one. However, only trained staff should attempt a diagnosis of a mental health problem.
- If staff have a concern about a child’s mental health they should regard it as a safeguarding concern and report it immediately to the DSL or pastoral lead.
- The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among young people including its guidance

Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

4.0 Definition and indicators of child abuse and neglect

Child abuse is any form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, by in an institution or in a community setting by those known to them or, more rarely by others. They may be abused by an adult or adults or another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. An abused child is any boy or girl, under 18 years of age, who has suffered from, or is believed likely to be at risk of significant physical injury, neglect, emotional abuse or sexual abuse.

- **physical abuse**, for example hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing, or failing to prevent, physical injury or suffering. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. For example, it may involve telling a child that they are worthless, unloved or inadequate, or valued only in so much as they meet the needs of another person. It may involve not giving the child an opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- **sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- **neglect** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

See **appendix A** for a list of specific safeguarding issues that staff are made aware of through regular safeguarding training and updates and for which practical support may be sought from professional organisations.

4.1 Signs of abuse

Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):

- the pupil says she has been abused or asks a question which gives rise to that inference
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- the pupil's development is delayed in terms of emotional progress
- the pupil loses or gains weight
- the pupil demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed; and the pupil is reluctant to go home, or has been openly rejected by her parents or carers.

4.2 Risk to particular groups of pupils

- Pupils with special educational needs and disabilities (SEND) or pupils with English as an additional language (EAL) can face additional safeguarding challenges and there may be additional barriers in the recognition of abuse and neglect in this group of children. Staff understanding and knowledge of our children helps them to differentiate between indicators of possible abuse and behaviours which relate to the child's disability or special need. Staff understand that this group of children can be disproportionately impacted by situations such as bullying or communication barriers (even without showing outward signs).
- The Burgess Hill Girls' Safeguarding Policy and procedures also take into account the requirement of the National Minimum Boarding Standards (2015) Standards 11, 12, 14 & 15. Particular consideration must be given to any allegations or disclosures of abuse or possible abuse by a boarder concerning themselves or another boarder. In such circumstances it may be necessary to arrange alternative accommodation for boarders to ensure the safety and well-being of the pupil and appropriate pastoral support. Boarders are also provided with one or more appropriate helpline(s) outside contact numbers, including the Children's Commissioner, Anne Longfield, the School Independent Listener, and Childline, to ring in case of problems or distress. The inclusive ethos and emphasis on shared values of respect and compassion and training for Housemistresses protects against pupil on pupil abuse, but vigilance is maintained.

4.3 Training:

- all members of the Governing Body receive specific Child Protection and Safeguarding training to enable them to understand and fulfil their responsibilities
- the Designated Safeguarding Leads and other Designated Members of Staff have undertaken appropriate training and will attend refresher courses in child protection and inter agency working every 2 years
- the Head and all staff who work with children will receive training in Safeguarding including Prevent awareness, child sexual violence and on-line safety updated every 2 years or more frequently as required.
- Supply temporary and voluntary staff who work with children are to be made aware of the arrangements
- induction training is provided for all newly appointed staff and volunteers, including temporary or supply staff to include; reading Part 1 of KCSIE, The School's Safeguarding Policy, the Staff Code of Conduct / Behaviour Policy including the 'whistleblowing' procedure, the pupil behaviour policy, the school's response to those who go missing from education, online safety, the identity and role of the DSLs/DDSs,
- school leaders and staff who work directly with children must read Annex A of KCSIE 2020.
- all staff will be asked to re- read Part 1 of KCSIE on an annual basis and, where appropriate, following any update by the DfE

The training is provided by a trained DSL, the local social services department or an external welfare agency acceptable to the West Sussex Safeguarding Children Partnership. Within the school, those who are designated persons with up to date inter-agency training may also provide the training to other staff.

5.0 Allegations against staff (see 7b Whistleblowing Policy)

5.1 The School will:

- ensure that all parents, staff and pupils know how to complain about the behaviour or actions of staff, volunteers or Head in the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse
- if the allegation is made against the Head, referral should be made to the Chair of Governors. The Head must not be informed prior to contact with the Chair of Governors or Designated Officer.
- If the subject of the allegation is a member of supply staff, the school will lead in informing the Designated Officer and keep the supply agency fully informed and involved. The school will not merely cease to use supply staff or an agency for safeguarding reasons.
- if the allegation is made against a Governor, referral should be made to the Head and the Designated Officer (LADO)
- the school will not conduct its own investigation but will consult with the Designated Officer within one working day for any allegation that comes to the School's attention or is made directly to the police
- follow the guidance of the West Sussex Safeguarding Children Partnership when responding to any complaint that a member of staff, volunteer or Head within the setting or anyone living or working on the premises occupied by the setting, has abused a child. A course of action will be agreed with the Designated Officer including

any involvement of the police. Discussions and communications will be recorded in writing and records of allegations will be preserved for the term of the Independent Inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegations if it is longer.

- report to the DBS, within one month of leaving the school any person (whether employed, contracted, volunteer, supply or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
- where a dismissal does not reach the threshold for a DBS referral, consideration will be given to Teacher Referral Agency if any of the following apply: unacceptable professional conduct; conduct that may bring the profession into disrepute; a conviction for a relevant offence
- respond to any disclosure by children or staff that abuse by a member of staff, volunteer or Head within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident
- refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to OFSTED and what measures we have taken. We are aware that it is an offence not to do this
- cooperate entirely with any investigation carried out by children's social care in conjunction with the police

Where the Governing Body and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the Head or member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

The School recognises that when an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays will be eradicated.

5.2 Disciplinary Action

Where the Head, member of staff or a volunteer is dismissed from the School because of misconduct relating to a child, we notify the Independent Safeguarding Authority (ISA) administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List

5.3 Malicious Allegations

- Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Behaviour policy.
- Where a parent has made a deliberately invented or malicious allegation the Head will consider (in accordance with the School's terms and conditions) whether to

require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

- The school is committed to safer recruitment process (see Recruitment Policy)

5.4 Record keeping:

Details of an allegation will be recorded on the employee's file and retained indefinitely, unless **the allegation was found to have been malicious, in which case it will be removed from the employee's records.**

6.0 Other Policies and Procedures which relate to the Safeguarding Policy:

- Anti-bullying
- Behaviour Policy
- Health and Safety
- Confidentiality Policy
- Restraint Policy
- Staff Handbook – Guidance on Staff Pupil Relationships
- Staff Handbook – Code of Conduct
- Staff Handbook – IT Acceptable Use Policy
- ICT Acceptable Use Policy - Students
- Procedures for visitors, temporary placement, volunteers and contractors
- Whistleblowing Policy
- Visiting Speaker Policy
- Prevent statement
- The role of the DSLs DDSLs
- Recruitment Policy

7.0 EYFS Early Years Foundation Stage (Nursery and Reception Class)

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

Liaison with other agencies

The designated members of staff within the Nursery setting will take the lead responsibility for safeguarding children within the Nursery setting and liaising with local statutory children's agencies as appropriate. Mrs Heather Cavanagh, Head of Junior School is responsible for the Reception Class.

The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Ofsted will be informed of the above as soon as is reasonable practicable, but at least within 14 days.

If a referral has been made by telephone to Children's Services or the Police Child Protection Team (investigating agencies) this referral must be confirmed in **writing within 24 hours**. Our referral should be acknowledged within 24 hours. If not, we ring them.

7.1 The Use of Mobile Phones and Cameras in the Nursery and Reception class

It is accepted that mobile phones are a part of everyday life for staff, parents, carers and students on placement. This policy is part of the EYFS commitment to safeguarding the welfare of children.

Staff/students working with the children should not be using their mobile phone as this distracts them paying full attention to the children in their care.

During sessions staff/students are not permitted to keep their mobile phone on their person, **mobile phones are to be stored in a drawer or cupboard** (on silent mode and preferably with a personal PIN lock) along with the person's personal possessions. Urgent calls may come via the nursery office landline or junior school office landline. At the times when the Reception Class teacher uses twitter to communicate Reception Class activities a mobile phone may be used.

The Nursery mobile phone is to be used by staff in an emergency situation or to take incoming calls from parents regarding an alteration to their child's collection arrangements (there is no camera/video facility on the Nursery mobile phone).

Each classroom in Nursery and Reception has ipads to be used for taking photographs of the children for Tapestry learning journal records etc. This equipment is stored securely when not in use and must not be used outside the setting.

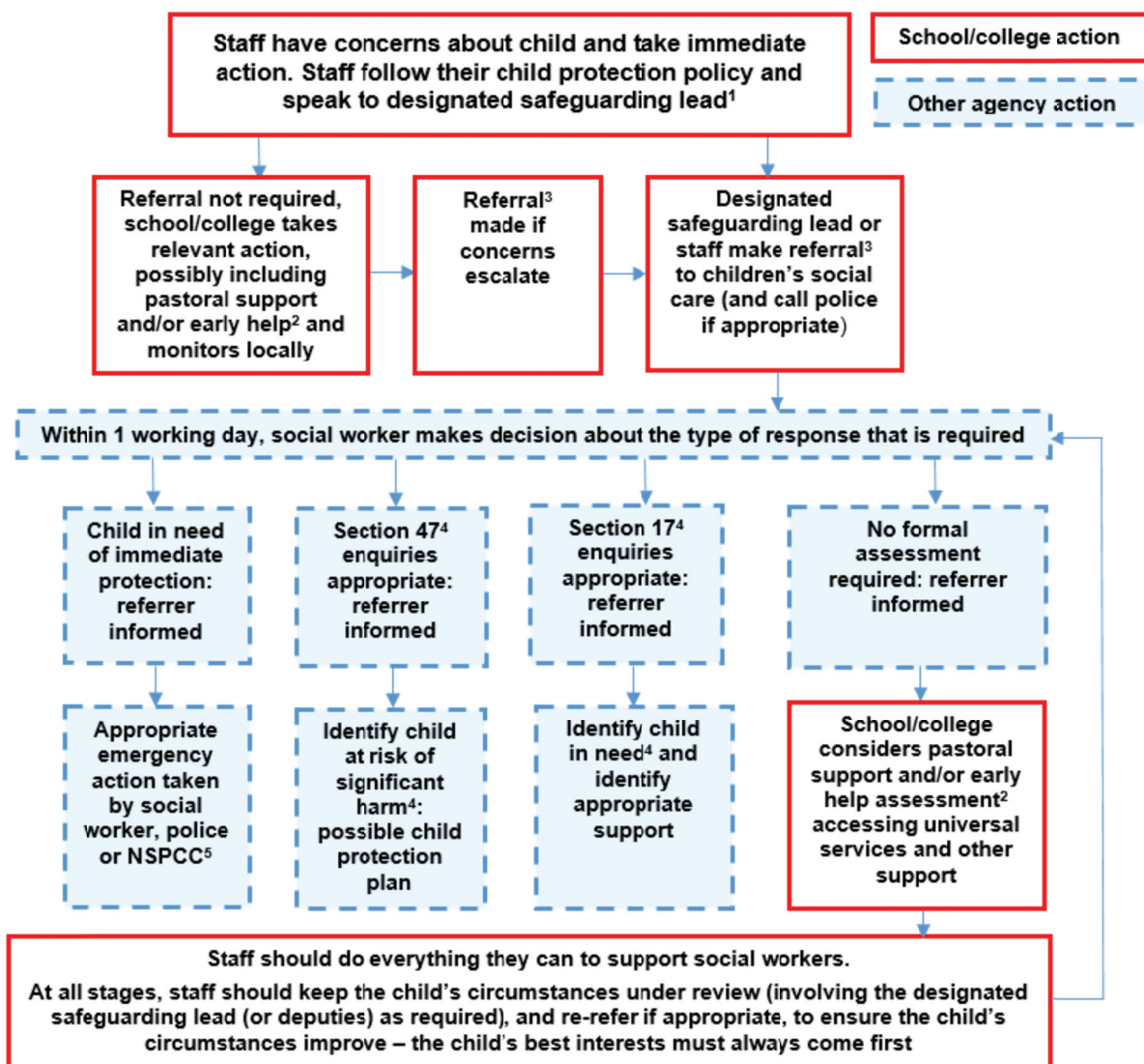
Whilst parents and carers are in the Nursery indoor area or outdoor play area, we politely request that their mobile phones are not used.

Appendix A Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information can be found on the TES website and NSPCC website. Staff can also access broad government guidance on the issues listed below via the GOV.UK website. Staff are aware of the wider specific safeguarding issues and that behaviours linked with drug-taking, alcohol abuse, truanting and sexting put children in danger.

- alcohol abuse
- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- Upskirting
- hate
- honour based violence
- mental health
- missing children & adult strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting and banter
- sexual exploitation
- teenage relationship abuse
- trafficking
- truanting
- legal threshold
- victim support

Appendix B – Actions where there are concerns about a child



Appendix C Covid-19

- **See – [Safeguarding Covid-19](#) (published to school website – Policies and Procedures)** This document details additional safeguarding measures that are in place during any period of school closure or for the conduct of remote learning.
- In line with the **DfE's supplementary safeguarding Guidance**, Burgess Hill Girls has reviewed safeguarding procedures to ensure that they remain effective while changed circumstances apply to schools.
- Designated Safeguarding Leads and Deputy Designated Safeguarding Leads may be contacted at any time during periods of closure, remote working or modified school opening using the numbers and email addresses set out in the Safeguarding Policy.
- All existing policies and arrangements for online learning, acceptable use and use of social media and the internet apply.
- The school has put in place mechanisms to support and maintain contact for those pupils who may not be able to return to school.
- Every effort will be made to ensure that training is current and up-to-date for safeguarding leads and staff safeguarding training and induction will continue as normal during the period of modified school operations.
- The school is guided by the advice presented in [Safeguarding and Remote Education](#) when setting up and using school email accounts and linking resources to ensure safe remote learning.