Safeguarding and Child Protection Policy

February 2023

This policy and the accompanying procedures have been developed in accordance with the local and national statutory and non-statutory guidance and procedures. This includes:

* *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018*
* *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022*
* *Pan-Sussex Child Protection and Safeguarding Procedures*
* *Relationships Education, Relationships and Sex Education (RSE) and Health Education, February 2019*

Statement

Hove Micro-School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

We recognise that all adults have a full and active part to play in protecting pupils from harm. This protective role is also performed by our students who, as they grow up in the community, naturally recognise that they can make a significant contribution to safeguarding their peers. Thus, as a community of adults, parents, and students we all recognise that a child's welfare is our paramount concern. This means that we ‘should consider, at all times, what is in the best interests of the child.’ (Keeping children safe in education, Sept. 2022).

We adopt a child centred approach to safeguarding: keeping the child in focus when making decisions about their lives and working in partnership with them and their families (Keeping children safe in education, Sept. 2022).

Definition

Safeguarding and promoting the welfare of children is defined as:

* protecting children from maltreatment
* preventing impairment of children's health or development
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care
* taking action to enable all children to have the best outcomes

Safeguarding Aims:

* To provide a safe environment in which children can learn
* To raise awareness of all staff to the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
* To help staff identify concerns early, provide help for children, promote children’s welfare and prevent concerns from escalating
* To ensure all staff know how to respond to a disclosure from a child and will take action in accordance with government guidance and the locally agreed multi-agency safeguarding procedures put in place by the three safeguarding partners, the local authority, police and health who ‘have a shared and equal duty to work together to safeguard and promote the welfare of children.’ (Keeping children safe in education, Sept. 2022, p28.)
* To provide a systematic means of monitoring children known or thought to be at risk of harm. We will contribute to assessments of need and support packages for those children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant, up-to-date information about a child as possible, including submitting reports for child protection conferences in accordance with SSP procedures and timescales
* To emphasise the need for good levels of communication between all members of staff
* To develop and promote effective working relationships with other agencies
* To recognise and protect those who may be vulnerable to radicalisation or exposed to extremist views

Key roles and responsibilitie

Head of school

Rachael Ammari, as Head of School, takes ‘leadership responsibility for the [school’s] safeguarding arrangements.’

Rachael Ammari – Head of School Tel: 01273459022 or 07305583178

Email: rachaelammari@hovemicro-school.com

Emma Corbin-McKenzie is the Designated Safeguarding Lead (DSL) and she takes 'lead responsibility for safeguarding and child protection (including online safety).' (Keeping children safe in education, Sept. 2022).

Her contact details are:

Email: emma@hovemicro-school.com Tel: 07796011856

*Hove Micro-School has no governing body and Rachael is the head of school. Therefore any allegations involving the proprietor or her family) will involve contacting the DSL who will then be able to contact the Local Authority Designated Officer (LADO) and seek external advice from an appropriate company or legal service.*

The role and responsibilities of the DSL

**Manage referrals**

The designated safeguarding lead (and / or the DDSL) is expected to:

• refer cases of suspected abuse to children’s social care (Front Door for Families) as required

• refer cases to the Channel programme where there is a radicalisation concern as required; All referrals of concerns about children will be reported within one working day. If necessary, anyone can make a referral and they will inform the DSL as soon as possible that a referral has been made. Parents/Carers will be contacted in line with the following guidance: 'You MUST inform those with parental responsibility of your referral, unless to do so would place the child at further risk of significant harm.' However, a referral to children’s social care and / or the police in order to obtain statutory services does not require parental consent

• support staff who make referrals to children’s social care and/or referrals to the Channel programme

• refer cases to the Disclosure and Barring Service (DBS). The school has a statutory duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or has been removed from working in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible and no later than one month

• refer cases to the Teacher Regulation Agency. If, on conclusion of the case, the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the school will consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching. The reasons a prohibition order would be considered are for ‘unacceptable professional conduct’, for ‘conduct that may bring the profession into disrepute’ or a ‘conviction, at any time, for a relevant offence’. Referrals should be made as soon as possible and no later than one month

• refer cases where a crime may have been committed to the Police as required

Finally, the designated safeguarding lead is expected to:

• contact the Local Authority Designated Officer(s) (LADO) on any matter that the DSL considers cannot be properly dealt with internally

**Work with others**

The designated safeguarding lead (and / or the DDSL) is expected to:

• liaise with Rachael Ammari, as head of school, on all safeguarding matters

• liaise with the Brighton and Hove Safeguarding Partnership and work with other agencies in line with Working together to safeguard children (July 2018). The DSL will work with relevant agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience

 • liaise with any staff on matters of safety and safeguarding (including online and digital safety) and act as a focal point for staff to discuss concerns if they feel unable to take concerns to the school meeting, the staff meeting or special attention meeting. Rachael is always available for staff to discuss any safeguarding concerns (including concerns relating to radicalisation) and to act as a source of support, advice and expertise

**Safeguarding Training**

The designated safeguarding lead undertakes training to obtain the knowledge and skills required to carry out the role. This training includes Working Together to Safeguard Children inter-agency training and Prevent awareness training. All training is updated at least every two years. In addition to the formal training set out above, the DSL’s knowledge and skills are refreshed (this might be via online training, e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to ensure the DSL understands and keeps up with any developments relevant to the role so they:

• understand the assessment process for providing early help and statutory intervention, including local criteria for action and the SSP children’s social care referral arrangements

• have a working knowledge of how the SSP conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

• ensure each member of staff (especially new and part-time staff) has access to, and has read and understood, the school’s Safeguarding and Child Protection Policy and all other relevant documents, including Keeping children safe in education (Sept. 2022)

• are alert to the specific needs of children in need, those with special educational needs and young carers

 • are able to keep detailed, accurate, secure written records of concerns and referrals

• understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

• are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school

• can recognise the additional risks that SEND children face online and are confident they have the capability to support them to stay safe online

 • obtain access to resources and attend any relevant or refresher training courses

**Channel Training**

‘Channel’ is the name for the process of referring a person for early intervention and support, including:

* identifying people at risk of being drawn into terrorism
* assessing the nature and extent of that risk, and
* developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

Training is available as follows:

* Prevent Awareness: This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. http://www.elearning.prevent.homeoffice.gov.uk
* Prevent Referrals: This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate. https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals
* Channel Awareness: This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting. https://www.elearning.prevent.homeoffice.gov.uk/channelawareness
* Prevent is the pan-Sussex strategy for preventing vulnerable people from being radicalised into violent extremism: The pan Sussex Prevent describes partner’s (including educational establishments) role in the Prevent agenda: The Department for education has published The Prevent Duty Departmental advice for educational establishments and childcare providers at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/439598/prevent-duty-departmental-advice-v6.pd

**Raise Awareness**

The designated safeguarding lead (and / or the DDSL) should:

 • ensure the school’s Safeguarding and Child Protection Policy is known, understood and used appropriately; staff need to be aware that safeguarding incidents can happen at any time or place and of the need to ‘maintain an attitude of 'it could happen here' where safeguarding is concerned.’ (Keeping children safe in education, Sept 2022, p.17)

• ensure the school’s Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly

* The safeguarding and child protection policy review is undertaken firstly by Rachael Ammari as head of school and then by all the full-time staff to ensure the effectiveness of the safeguarding arrangements

• ensure the school’s Safeguarding and Child Protection Policy is available publicly; further, parents/carers can ask Rachael for a copy of any school policy at any time

• link with the Brighton and Hove Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding

**Child protection files**

The designated safeguarding lead will keep individual child protection files if required and when children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. The child protection file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained.

In addition, the designated safeguarding lead will consider if it would be appropriate to share any information with the new school in advance of the child leaving.

Child Protection

**Definition**

Child Protection is:

• part of safeguarding and promoting the welfare of children

• an activity undertaken to protect specific children who are suffering or at risk of suffering significant harm

• all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced

Indicators of abuse and neglect

(Keeping children safe in education, Sept. 2022)

*‘All staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff can identify cases of children who may be in need of help or protection.’*

Being subjected to harassment, violence and/or abuse may breach children’s rights, as set out in the Human rights Act.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 (also known as child on child abuse) in education (Keeping Children Safe in Education, 2022).

**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.’

**Domestic Abuse:** can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Children with special educational needs and disabilities

Staff need to be aware that it can be more difficult to recognize abuse and neglect in this group of children because:

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

• children with SEN and disabilities ‘are more prone to peer group isolation than other children’

• they can be ‘disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

• of communication barriers and difficulties in overcoming these barriers.' (Keeping children safe in education, Sept. 2022)

Our whole school culture of safeguarding, together with our school meetings, staff meetings and our special attention meetings ensures that this group of children are safeguarded both online and off.

Categories - Signs and Indicators. What to look for.

**NEGLECT**

• Tired/listless

• Unkempt

• Poor hygiene

• Untreated medical conditions

• Hungry

• Overeats when food is available

• Poor growth

• Poor/late attendance

**EMOTIONAL**

• Clingy

• Attention seeking

• Over ready to relate to others

• Low self-esteem

• Apathy

• Fearful/withdrawn

• Sleep disorders

• Depression/self-harm

• Drink/drug/solvent abuse

**PHYSICAL**

• Unexplained injuries

• Injuries on certain parts of the body

• Injuries in various stages of healing

• Injuries that reflect an article used

• Flinching when approached

• Reluctant to change

• Crying/instability

• Afraid of home

• Behavioural extremes

• Apathy/Depression

**SEXUAL**

• Age inappropriate behaviour/knowledge

• Promiscuity

• Wary of adults

• Running away from home

• Eating disorders

• Depression

• Self-harm

• Unexplained gifts/money

• Smearing

Please note that this list of signs and indicators of abuse is to serve as a guide and is not a definitive list and indeed, in some circumstances, could be misleading. What is particularly important is to be alert to, and take note of, any negative changes in appearance or behaviour. It is the changes that will tell you that something is going wrong in a child’s life.

Any concerns about an individual, or individuals, must be reported to the head of school, Rachael Ammari as soon as possible.

What to do in the event of a disclosure from a child

Children may not feel ready or know how to tell someone they are being abused (Keeping children safe in education, Sept. 2022).

If a child reports that he/she is being abused, in any way whatever, or neglected, you must do the following:

| DO | DON’T |
| --- | --- |
| * Stay calm, listen carefully and be supportive. Allow the child to speak without interruption
* Ask open questions, e.g. ‘Tell me when …/ ‘Explain what…./ ‘Describe what…..’)
* Accurately record in writing what was said, using the child’s words. Date and sign it
* Tell the child they have done the right thing by talking to you and tell the child what you will do next
* Inform Rachael Ammari of your concerns immediately
* Seek support for yourself
* Record factual information only, not your own opinions
 | * Disbelieve what the child is telling you or be judgemental
* Ask any leading questions, or put ideas into the child's head or jump to conclusions
* Stop or interrupt a child who is recalling significant events
* Promise the child confidentiality – you must explain that you will need to pass on information to keep them safe
* Express an opinion about the alleged perpetrator of the abuse
* Inform the alleged abuser
* Use your own words to describe events
* Investigate
* View or forward possible illegal images of a child (if relevant)
 |

Remember:

• Make a clear and accurate record of what has been reported to you

 • If the report involves sexting, do not view or forward any possible illegal images

• Use the school's Record Book’ (Blue book kept in the filing cabinet in the school office) Sign it and date it. You should be aware that your record of what was said could become part of a statutory assessment by children’s social care and/or part of a criminal investigation

Allegations against a child

* We understand that a child can make an allegation against another child
* Any allegation against another child must be immediately reported to Rachael Ammari. If appropriate, they will, within one working day, contact Front Door for families: on 01273 290400 or emails: FrontDoorforFamilies@brighton-hove.gov.uk, and the Police will be contacted if it is suspected a crime has been committed
* In the event of a disclosure, all children involved, whether offender or victim, will be treated as being 'at risk'
* Any child under suspicion will be suspended until further notice if there is no other reasonable alternative. Advice will be taken from Front Door for Families in making this decision. The child will receive as much help from the school as we are able to offer

Allegations against staff

An ‘allegation’ refers to any information or concern which suggests an adult who works with children has:

• Behaved in a way that has harmed, or may have harmed, a child

• Possibly committed a criminal offence against, or related to, a child

• Behaved in a way towards a child or children that indicates s/he may pose a risk of harm to children if they work regularly or closely with children

• Behaved or may have behaved in a way that indicates they may not be suitable to work with children (Working Together 2018-updated 2020)

* We understand that a child can make an allegation against any member of staff
* Any concerns about, or allegations against, a member of staff (including the DSL and any volunteers) must be immediately reported to Rachael Ammari. If appropriate, they will, within one working day, contact the Local Authority Designated Officer(s) (LADO) and/or the Police if it is suspected a crime has been committed
* The LADO should make a decision within one working day of a referral being made about what course of action is being taken and should inform the referrer of the outcome
* The LADOs for West Sussex are Miriam Williams and Donna Tomlinson. Please contact them on **0330 222 6450** and follow up with an email to LADO@westsussex.gov.uk \*If the LADO is not available, you should contact Front Door For Families (previously MASH) on: **01403 229900**
* In exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, staff members can contact the LADO
* If the allegation is against Rachael Ammari or a member of her family, contact the LADO.
* Parents will be contacted in line with the following guidance: 'You MUST inform those with parental responsibility of your referral, unless to do so would place the child at further risk of significant harm.'
* No investigation will be carried out before the LADO is informed of the allegation
* Any adult under suspicion will be suspended until further notice if there is no other reasonable alternative. Advice will be taken from the LADO in making this decision. Any adult under suspicion will receive as much help from the school as we are able to offer both financially and personally
* Records concerning allegations of abuse will be preserved at least until the accused has reached normal retirement age or for a period ten years from the date of the allegation if it is longer

Confidentiality

• We recognise matters relating to child protection are confidential

• All staff will be made aware that they cannot promise to keep secrets that could compromise the safety or welfare of a child

• Where a child seeks to raise concerns confidentially with a member of staff and expressly withholds their agreement to their personal data being disclosed to their parents or guardian, the school will maintain confidentiality unless it has reasonable grounds to believe that the child does not fully understand the consequences of withholding their consent, or where the school believes disclosure will be in the best interests of the child or other children

• All staff will be made aware that they have a legal responsibility to share information with other agencies in a timely and effective manner. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children, which must always be the paramount concern

• All staff will be made aware that in the event of allegations being made against a member of staff, the school must make every effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being considered or investigated

Record keeping

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing in the School Record Book (stored in the school office filing cabinet).

We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the pupil’s new school as a matter of priority.

For complex cases, include a summary of the history in the pupil’s child protection record. Ensure the pupil’s child protection or welfare concerns records are transferred to the new school as soon as possible. These files should be transferred separately from the main pupil file, using secure transit and obtaining confirmation of receipt. Where a pupil is transferring to be Electively Home Educated or the destination school is not known, the child protection or welfare concern records should be retained by the school for at least DoB+25 years. Where a pupil is joining the school in-year, ensure that a check is made with their previous school for the existence of any child protection or welfare concerns records.

Supporting staff

We understand that it is stressful and upsetting to be involved with any child who has suffered harm. Rachael Ammari is always available to talk through any anxieties.

Prevention

We recognise that the school plays a significant part in prevention of harm to our students. The school has an ethos that children are always listened to and they have a selection of trusted adults and good friends who they can talk to.

Safer Recruitment

Our recruitment and selection policy will include all the required checks (including Later Years Childcare) and it is Rachael Ammari’s responsibility to ensure that all adults who have substantial access to children have been checked as to their suitability. All staff and their checks are recorded in the SCR (single central record). We reserve the right not to accept help from volunteers/interns. All staff and volunteers/interns are required to follow the school's code of conduct.

A CV will only be accepted alongside a full application form.

Online checks will also be carried out as part of due diligence on shortlisted candidates.

All staff members, including volunteers, who have contact with children, young people and families will have appropriate pre-employment checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022

Staff Training

‘proprietors of independent schools…..should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities …’ (‘Keeping children safe in education’, Sept 2022, p.8-9)

All staff will receive relevant safeguarding and child protection training (including online safety and the Prevent Duty and FGM training) at induction. The safeguarding induction process begins with the new employee being emailed the schools’ safeguarding induction pack.

The new employee will be invited to discuss the contents of the induction pack in a meeting / training session with the DSL, set at a mutually convenient time, before there is any contact with students.

All new employees will be reminded of the main safeguarding issues that the school faces and the existence and whereabouts of our disclosure forms. Finally, the new employee will be asked to sign a piece of paper stating that they have read and understood the documents they received and are aware that Rachael Ammari is available at any time to answer any questions or concerns they may have about safeguarding children in Hove Micro-School.

Domestic staff and part-time teachers will be given safeguarding updates as and when required. For example, if there were concerns about a student’s dietary habits, this would be passed on to the kitchen staff in order to aid monitoring the student’s food intake. The information would normally be passed on orally by the DSL.

Online safety (including the Prevent Duty) is a significant element in the school’s whole approach to safeguarding. Consequently, all full-time, live-in staff receive annual, ‘in-house’, online safety training at the beginning of the term. This training is approved by Brighton and Hove Schools’ choice.

All members of staff will be encouraged to seek advice and to reflect on their work safeguarding and promoting the welfare of children. In addition, the termly chats with Rachael provide a further opportunity to review and assess one’s own practice.

These are just some of the ‘mechanisms’ that will be put in place to help all staff safeguard children effectively. (‘Keeping children safe in education’, Sept 2022).

Governors and trustees will also receive appropriate safeguarding and child protection training

Use of ‘restraint’

In the National Minimum Standards for Boarding Schools, ‘restraint’ means using reasonable force or restricting liberty of movement to prevent a student committing an offence, injuring him/herself or other students, or destroying property.

For more information on the use of ‘restraint’, see ‘Use of reasonable force. Advice for headteachers, staff and governing bodies’. (DfE July 2013)

School Trips

School trips are risk assessed on a case-by-case basis and the school’s Safeguarding and Child Protection Policy always forms an important part of any school trip risk assessment. See the Risk Assessment policy for more information.

All staff will be aware that the school's Safeguarding and Child Protection Policy applies at all times, both in and out of school.'

Whistle blowing

All staff will be made aware of their duty to raise concerns, where they exist, about the management of safeguarding children, which may include the attitude or actions of colleagues. In addition, all staff are made aware of their duty to share information quickly, to reassess any concerns they may have had when situations do not improve and to challenge any perceived inaction.

Call the Brighton and Hove Front Door for Families (formerly MASH Professional Consultation Line) on: 01273 290400

Alternatively

Call the NSPCC Whistleblowing Advice Line on **0808 800 5000**, email help@nspcc.org.uk

Online safety (including sexting)

Online safety is concerned with supporting children and young people to develop safer online behaviours both in and out of school. Online safety is less about restriction and more about making the community aware of the risks as well as the benefits so that everyone can feel confident online.

However, we recognise the dangers of Internet use and further, we are aware that The Counter Terrorism and Security Act 2015 places a duty on the school to have 'due regard to the need to prevent people from being drawn into terrorism'. (The Prevent Duty). Consequently, appropriate filters and appropriate monitoring systems are in place to ensure that children are safeguarded from potentially harmful and inappropriate online material.

Any concerns about an individual, or individuals, in relation to radicalisation, or any other online safety issue, must be reported to Rachael Ammari as soon as possible.

In the case of an individual being identified as being at risk of radicalisation, the school will consider the level of risk in order to identify the most appropriate action, which could include referral to the Channel programme or children’s social care (Front Door for Families).

Awareness of online safety issues is raised in various ways, most important of which is the school meeting which brings the whole school's attention to these issues.

We use communication with parents to reinforce the importance of children being safe online, for example - we will share information with parents about what they are doing online and what systems we have in place to monitor online activity.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

Creating or sharing explicit images of a child is illegal even if the person doing it is a child.

Any concerns about an individual, or individuals, must be reported to head of school, Rachael Ammari as soon as possible.

For detailed information on sexting, see Sexting in schools and colleges: responding to incidents and safeguarding young people (UKCCIS, August 2016)

Child on child Abuse

This includes, but is not limited to, such things as:

• bullying (on and offline)

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

• sexual violence, such as rape, assault by penetration and sexual assault

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse

• up-skirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence

• race based violence (physical and verbal)

• sexting/’youth produced sexual imagery’

• initiation/hazing type violence and rituals

It is recognized that girls, children with SEND and LGBTQ+ children are at greater risk of child on child abuse but at Hove Micro-School, no form of abuse whatsoever is tolerated by the community and neither is it ever ‘passed off as ‘banter’, just having a laugh or ‘part of growing up’ (Keeping children safe in education, Sept. 2022, p.12). Further, the risk of child on child abuse is minimised by the exceptionally small adult to child ratio at Hove Micro-School.

Where there is a safeguarding concern, Hove Micro-School will ensure that the student’s wishes and feelings are taken into account when determining what action to take. We will always act in the best interests of the child. We will always explain that the law is in place to protect rather than criminalise children.

Equality statement

Hove Micro-School does not unlawfully discriminate against pupils because of their protected characteristics. We consider how we are supporting pupils with protected characteristics and take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment. Staff must be conscious that pupils with protected characteristics may be more at risk of harm.

We are dedicated to providing LGBTQ+ pupils with a safe space for them to speak out or share concerns with members of staff.

Further information – other specific safeguarding issues

Schools throughout the country are faced with a wide variety of safeguarding issues and there are now, in fact, more than twenty separate safeguarding issues

One key strategy is:

**Early Help**

Early help means providing support as soon as a problem emerges at any point in a child's life. It is a process in which a child's needs are assessed by various professionals such as a health visitor, GP, family support worker, teacher etc. It is a process which cannot go forward without the cooperation of the child and/or parents/carers.

It is important to understand the difference between a 'concern' about a child and a concern that a child might be in need, is in need, or suffering, or likely to suffer harm.

In the case of having a 'concern' about a child, including a concern about radicalisation, staff should discuss with Rachael what action should be taken. Possible actions include:

• managing any support for the child within the school or

• an early help assessment.

If early help is appropriate the designated lead will generally lead on liaising with other agencies and setting up an inter-agency assessment. In line with the concept of ‘contextual safeguarding’, any assessment will consider the whole range of social environments where a child spends their time and therefore where a child might be at risk e.g. the school, the home, the neighbourhood, online etc. Staff may be required to support other agencies in an early help assessment. Any action taken will be done so in accordance with the locally agreed procedures put in place by the Brighton and Hove Safeguarding Partnership using the referral threshold set by them.

Outside of our working hours please contact the Emergency Duty Service on 01273 335 905 or 01273 335 906.

It could be argued that our whole school culture of safeguarding, together with our regular parent meetings and half-termly reports function as Hove Micro-School's 'early help', in that it is in these 'forums' that often problems occurring in a child's life are first raised and then acted upon. Further, it could be argued that the weakest link in our ‘early help’ system is sometimes the lack of information we get from parents about our newest students. It is for this reason that all new students are put on our special attention list.

Child suffering or likely to suffer harm

If you have concerns that a child is suffering or likely to suffer harm, you must immediately report your concern to the DSL who will immediately call children’s social care (Front Door for Families) and the police if a crime has been committed. The SSP multi-agency referral form (MARF) must be completed within twenty-four hours of the referral and a social worker makes a decision about the type of response that is required within one working day. A referral to obtain statutory services does not require parental consent.

Child in Need

A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services. If you have concerns that a child may be in need, you must immediately report your concern to the DSL who will assess the concern and, taking into account any other safeguarding information known about the child, the DSL will consider what action needs to be taken such as contacting the MASH Professional Consultation Line for advice. If appropriate, the DSL will complete and submit the SSP multi-agency referral form (MARF) to children’s social care.

Where the safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a co-ordinated offer of early help or some other form of support.

Safeguarding Thresholds

**Level 4 High Risk**

Children and young people who present with complex needs/risk. Including high level CSE concerns/risk. They will require specialist services and multi-agency statutory response - Child Protection (Children Act 1989 Section 47)

**Level 3 Medium Risk**

Children with multiple or complex needs, incl. medium risk of CSE, which have to be met by targeted services or by a multi-agency CAF assessment or by a Child in Need (Children Act 1989 Section 17) social work assessment.

**Level 2 Low Risk to Vulnerable – Targeted Support**

Children with emerging needs or low level Child Sexual Exploitation (CSE) concerns that can be met with the support of a multi-agency CAF assessment and Family Network Plan.

**Level 1 Universal**

All children and young people accessing mainstream services with low level need that can be met by a single agency CAF (Common Assessment Framework) assessment and Family Network Plan.

Low level concern policy

All low level concerns from any staff member (including supply staff and contractors) must be recorded and shared with the DSL. The DSL will then make a final decision on how to respond and whether to contact external agencies and/or parents. The DSL will contact the LADO if unsure whether low-level concerns meet the harm threshold (see above).

Important safeguarding issues include:

**Radicalisation** – the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine an educational establishment’s response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Educational establishments and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

**Children Missing Education** – children going missing from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding issues such as abuse and neglect. Matters relating to this issue are dealt with by the school secretary.

**Female Genital Mutilation (FGM)** – Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police (Keeping Children Safe in Education, September 2022). Warning signs that FGM may be about to take place, or may have already taken place, can be found in the [Brighton and Hove FGM Multi Agency Resource Pack](https://brightonandhovelscb.org.uk/wp-content/uploads/LSCB-VAWG-FGM-Resource-Pack-FINAL.pdf) or within the e-learning for all professionals, developed by the Home Office, available at www.fgmelearning.co.uk

**Mental Health** - All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the designated safeguarding lead.

**Child Sexual Exploitation (CSE)** - CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

**Child Criminal Exploitation** – Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

**Serious Violence** – All staff should be aware of the indicators, which may signal 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 and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

**Children and the court system** – Children are sometimes involved in the criminal court system or the family courts. Any involvement in the court system can be very stressful for children.

**Children with family members in prison** – These children are at risk of a range of negative consequences.

**Domestic abuse** – Domestic violence and abuse is ‘any incident or patterns of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

**Honour Based Violence (HBV)** – so called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing.

**Private Fostering** – a private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

*This Safeguarding and Child Protection Policy is reviewed at least annually: Updated February 2023*

Some important telephone numbers

**Front Door for Families (formerly MASH -Multi Agency Safeguarding Hub)**

FrontDoorforFamilies@brighton-hove.gov.uk. Telephone **01273 290400**

**Local Authority Designated Officer(s) (LADO)**

E-mail: LADO@WestSussex.gov.uk

To contact Children’s Services outside normal working hours, call 01273 335905.

Refer cases to the **Channel programme**, via PreventReferralsbrightonandhove@sussex.pnn.police.uk, where there is a radicalisation concern as required.

**Designated Professionals in Brighton & Hove**

**Designated Doctor Safeguarding Children:** 01273 238703

**Designated Nurse Safeguarding Children:** 01273 238703 / 07770 381421

**Brighton & Hove Police Child Protection Team:** 101 (and ask for Brighton Safeguarding Investigation Unit, SIU)

**If a child is in immediate danger or left alone, you should contact the police or call an Ambulance (Call 999). The police operator will need to take your name, address and details of what has happened. This will take time, but it is important to get all of the information from you so that we can send the appropriate resources to you if necessary.**

Remember:

• Anyone can make a referral

• Always act in the best interests of the child

• If you have any questions or concerns about safeguarding children, you can ask Rachael or Emma