

3.6 Child Protection and Safeguarding Policy – ISSR 3

This policy is available to current and prospective parents either via the school website or on request from the School Office. It is written and updated by the Deputy Headmaster, Martin Back who is the Designated Safeguarding Lead, and is reviewed annually by the Head. The Board of Governors also reviews the policy and the annual report on Safeguarding in their Michaelmas Term meeting and this action is minuted. The policy was last revised by Martin Back in October 2023 and will be signed off by the Governors at their meeting in the Michaelmas term.

The Deputy Headmaster can be contacted via deputyhead@sussexhouseschool.co.uk or 07702 300166.

Annabel Abbott is the Deputy DSL and has undertaken the required training for this role. She can be contacted via aa@sussexhouseschool.co.uk or 07798 866429.

The Local Safeguarding Children Partnership for Sussex House is the Bi-Borough Local Safeguarding Children Partnership (Royal Borough of Kensington and Chelsea and City of Westminster). The number for RBKC Child Services is 020 7361 3013 and the out-of-hours emergency line is 020 7373 2227 (from 5:30 - 8:30am).

Elaine Campbell is the Bi-Borough Schools and Education Safeguarding Lead and she can be contacted at RBKC: elaine.campbell@rbkc.gov.uk (07712 236 508).

Sarah Stalker is our local Family Support and Child Protection Adviser (Mon-Wed only) 020 7598 4640 / 07971 322 482 sarah.stalker@rbkc.gov.uk. Angela Clayton is our local Family Support and Child Protection Adviser (Wed-Fri only) 07807 159 907 angela.clayton@rbkc.gov.uk.

For referrals and management of allegations against staff, Aqualma Daniel is the Bi Borough Safer Organisation's Manager and Local Authority Designated Officer (LADO) Aqualma.Daniel@rbkc.gov.uk. For LADO referrals please call 020 7361 3013 and ask to speak to the Duty Child Protection Adviser kclado.enquiries@rbkc.gov.uk

The local bi-borough Prevent Education Officer is Julie Knotts. She is our local contact for 'Channel', which is a multi-agency support scheme for those who are identified as being at risk of being drawn into extremism. They offer support and advice in the event of any concerns which may be raised about an individual. In such a case the matter would be handled through the DSL, as per the normal safeguarding procedures outlined in this document. Julie can be contacted at jknotts@westminster.gov.uk or on 07790 980223.

Our designated Police Officer on the RBKC Safer Schools Team is PC Charles Francis-Nwaka Charles.Francis-Nwaka@met.police.uk 07831 127547. His role is to provide advice to the school or to act as our point of contact with the Metropolitan Police

Governors and staff may also use the dedicated DfE *Prevent* helpline: counter-extremism@education.gsi.gov.uk Tel. 020 7340 7264

Any queries regarding safeguarding of children can also be made to the Royal Borough of Kensington and Chelsea's Family and Children's Services Branch (Tel: 020 7361 3009 or e-mail: education@rbkc.gov.uk).

Staff with concerns about colleagues should refer to the Whistleblowing Policy in the first instance but may subsequently wish to consult the NSPCC Whistle-blowing Helpline (Tel. 0800 028 0285).

Our local contact for matters regarding 'looked after children' is Nasheen Singh, Head of Looked After Children and Specialist Services (nsingh@westminster.gov.uk or 07870 481 637).

3.6.1 Aims of the Policy

• 3.6.1.1 Statutory

Sussex House School fully recognises its duty of care towards all its pupils. Its statutory duties are set out in:

- The Children Act (1989)
- the Education Act (1996)
- the Human Rights Act (1998)
- the Education Act (2002)
- the Childcare Act (2006) (2018)
- the Early Years Foundation Stage Statutory Framework (May 2008)
- the Equality Act (2010)
- the Teachers' Standards (2012)
- the Anti-terrorism and Security Act 2015 (including Prevent Duty)
- Working Together to Safeguard Children 2018 (September 2022 update)
- Keeping Children Safe in Education (September 2023).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (September 2021).

This policy is based on those documents and interprets their requirements in the context of Sussex House. Safeguarding matters are also addressed in the Staff Code of Conduct (Handbook section 1.7.1), the Whistleblowing Policy (Handbook section 1.8) and the Safer Recruitment Policy (Handbook section 1.5). While setting out current aims and procedures, the Policy is annually reviewed and may be revised in the light of changing circumstances.

• 3.6.1.2 Networks

The school follows approved safeguarding procedures and works closely with the Bi-Borough Local Safeguarding Children Partnership. We also participate in inter-agency safeguarding forums which may include Social Services and the Police. The RBKC Local Authority Education Safeguarding Lead is also available for support and information in safeguarding matters, outside of specific cases.

• 3.6.1.3 Aims

In KCSIE 2023 Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

(KCSIE 2023)

At Sussex House we aim to:

- act in the best interests of the child.
- ensure that children know how to keep themselves and others safe.
- have an atmosphere where children feel secure and are listened to and valued.

- have a range of adults whom children can approach for help, from administrative staff, through to the Head, who are able to recognise the signs and symptoms of suspected abuse.
- have clear procedures and lines of communications.
- have close relationships with parents and Safeguarding agencies.
- have close monitoring of children at risk.
- use some lesson time to raise children's awareness of Safeguarding and Protection matters and build their confidence.
- contribute to inter-agency working on Safeguarding matters, including the 'Prevent Duty' and Early Help.
- employ specialist providers to deliver dedicated lessons on e-safety

All staff should be alert to the possibility of signs of abuse by a parent, sibling, other relative, carers, acquaintances, peers or strangers and report their suspicions, however tenuous, to the Head. The protection of the child must take precedence over the rights of the parents and the welfare of the child must be the paramount concern.

Should any member of staff become aware of deficiencies or weaknesses with the school's Child Protection procedures, they should be immediately raised with the Designated Safeguarding Lead (DSL), who will then remedy such deficiencies without delay.

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3.6.1.4 Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances and through this the school acknowledges its statutory duties.

- 3.6.1.5 Equality Act 2010

Sussex House acknowledges its duty not to unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Special consideration will be taken for the safeguarding of anyone with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. Provisions within the Act allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. Such adjustments have been made in recent years after due consideration on a case by case basis.

3.6.2 Forms of abuse and neglect

The following descriptions are taken from 'Keeping Children Safe in Education September 2023':

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. They 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 cyber-bullying), 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 and **all** staff should be aware of it and of their school or college's policy and procedure for dealing with it.

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.

3.6.3 Specific Safeguarding Issues

KCSIE 2023 outlines several specific safeguarding issues (elaborated in Annex B). Staff training and our pastoral systems ensure that the indicators of such issues can be identified early, and an appropriate course of action taken.

Child-on-child abuse

Child-on-child abuse is a possibility and may exceed the compass of the Anti-Bullying Policy if a child is felt to be suffering, or likely to suffer, significant harm. In such a case both abuser and abused would be considered 'at risk' and would be referred to the local agencies as per this policy. It is recognised by the school that some pupils with SEN/D are particularly vulnerable to child-on-child abuse and staff are aware to watch out for this.

The school seeks to minimise the risk of such abuse within the terms of its Anti-Bullying Policy, and any allegations of conduct of this type will be investigated and dealt with according to our published procedures. Any pupil perpetrating actions which meet the threshold for Safeguarding is deemed to be in need of support and their conduct may be indicative that they themselves are victims of abuse.

The school does not tolerate abuse in any form, and child-on-child abuse will not be dismissed as 'banter', 'just having a laugh' or 'part of growing up'.

KCSIE 2023 suggests some forms that child-on-child abuse can include (but is not limited to):

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

(KCSIE 2023)

In the broader context the school recognises the gendered nature of child-on-child abuse and seeks to make boys aware of their role in avoiding such behaviour through the RE/RSE/HE programme, the pupil code of conduct and in day to day interactions; courtesy, kindness and consideration for others are promoted at all times.

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Vigilance by staff at the beginning and end of the school day is essential, particularly by those designated as being 'on duty' (including the School Marshal). Any concerns should be raised immediately with the Deputy Headmaster.

Child Criminal Exploitation (CCE)

Staff are asked to remain vigilant in looking for indicators of potential CCE and to report any concerns to the DSL or Deputy DSL. Annex B of KCSIE 2023 suggests the following as possible indicators of CCE:

Watch out for children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Whilst the general profile of Sussex House boys would not suggest they were especially vulnerable to this issue, staff are nonetheless made aware to watch for signs such as marked changes in behaviour, signs of physical abuse or the sudden and untypical appearance of valuable personal items. Should grounds be sufficient the DSL will consider a referral to the National Referral Mechanism, as per KCSIE 2023.

Child sexual exploitation (CSE)

Staff are aware to watch out for signs of possible sexual exploitation as outlined in KCSIE 2023 and reinforced in their training. Any staff with concerns should take the matter to the DSL, who will (if relevant) contact the police and the LSCP. During the annual cyber safety training and through the RE/RSE/HE programme, boys are given age-appropriate advice regarding keeping themselves safe.

Children and the Court System

KCSIE refers to children being required to give evidence in court and the school recognised this would be a very stressful scenario. In such a case staff would be made aware of the matter and asked to be especially vigilant in monitoring the well-being of the child. The schools Learning Support facilities now include a trained counsellor and she could be used to support a pupil in need. Alternatively, we have a number of external professionals who we can refer to, to provide support for pupil's well-being.

Children Missing from Education

We monitor pupil absence closely through the registration system and follow up any absences promptly. Whilst the nature of our school means we have not experienced CME pupils, we have close links with relevant personnel at RBKC to consult in such matters. Any withdrawals of boys generate a reference request from the school to which they are transferring and we report any students leaving for whom this is not the case, to the RBKC.

Children with family members in prison

Should any pupil experience the incarceration of a family member, they would be subject to enhanced monitoring and support from the pastoral staff of the school. Should it be deemed helpful we would offer counselling, and the Headmaster would exercise understanding when dealing with requests for absence to visit the family member.

Cybercrime

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

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. Staff with concerns about a child in this area, should consult with the Head of ICT and / or the DSL.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Staff should be alert for any signs amongst the wider school community of domestic abuse and raise any concerns they may have with the DSL.

Operation Encompass

Sussex House has signed up to Operation Encompass, through which the Metropolitan Police will notify the school (through the DSL) if they are called to any incidents of domestic violence at the home of one of our boys. This system is separate to the established channels involving Social Services and is intended to provide a context for the school for any aberrant behaviour which may be observed or experienced from pupils in the aftermath of an incident. It is NOT intended to be a catalyst for action by the school and does not supersede Local Authority or Police procedures.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. As with other forms of abuse, staff are trained to identify signs and raise concerns with the DSL. RBKC Family services are an invaluable partner in addressing such matters.

Homelessness

In the event of homelessness becoming an issue for a pupil the school would offer support in conjunction with the Local Housing Authority. Fee assistance will be considered on a case by case basis and emotional support for the pupils is available in school.

Mental Health

A child's mental health can be both a product of mental abuse and a by-product of other forms of trauma or abuse. It is beyond the professional expertise of staff to diagnose mental health problems but they are ideally placed to observe day-to-day behaviour which may suggest a child is experiencing mental health difficulties. Any staff with such concerns about a pupil should raise them with the DSL or the Deputy DSL.

Modern Slavery and the National Referral Mechanism

Whilst our pupils are unlikely to fall within the compass of this form of abuse staff should nonetheless ensure they are familiar with the Modern Slavery Statutory Guidance published by the government and be vigilant to spot signs in the wider school community.

Preventing radicalisation

The school's RE/RSE/HE programme covers relevant topics from the Prevent duty and staff are aware of their obligations under the Section 26 of the Counter-Terrorism and Security Act 2015. Boys are made aware of the relevant concepts / terminology, including Extremism (actions and beliefs), Radicalisation (the process of grooming to develop such beliefs) and Terrorism (a possible outcome of Extremism). Sussex House promotes British values in a range of other ways, including through its Church of England affiliation, visits to the Houses of Parliament and education to enable understanding of political issues. Through the school's professional links to RBKC Social Services we have access to the Channel support programme, should concerns ever be raised about a boy being radicalised.

Sexual violence and sexual harassment between children

As with all forms of abuse, staff are trained to look for signs and to report concerns to the DSL. Pupils should not be allowed to feel they are creating a problem in reporting matters of sexual violence or harassment, and staff should follow the guidelines in section 3.6.7.7 below when recording the disclosure.

We seek to make our pupils aware of sexual violence and sexual harassment behaviours and how to avoid them (as all criminal activity!). Staff are encouraged to take the 'it could happen here' approach mentioned in the guidance 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021) and now incorporated into KCSIE.

Staff are aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- ensuring victims are not made to feel ashamed for making a report and assuring them that the law is in place to protect them, not criminalise them, and
- the importance of intrafamilial harms and the potential need to support siblings following incidents.

The fact that a child or a young person may be Lesbian, Gay, Bi or Trans (LGBT) is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory RE/RSE/HE curriculum and the school’s curriculum addresses issues on an age-appropriate basis to help counter homophobic, biphobic and transphobic bullying and abuse.

Serious Violence

Staff should be aware of indicators which might suggest children are involved with serious violent crime or gangs. Changes in behaviour of friendship groups, a significant decline in performance, signs of self-harm or other loss of wellbeing may indicate this

So-called ‘honour-based’ violence, FGM and Forced Marriage

Whilst FGM and Forced Marriage have limited relevance to our all-male student body, staff are aware of the issue and seek to educate boys (on an age-appropriate basis) about these problems.

Off-site Safety

Use of local outdoor facilities and the Annex necessitate boys being taken where they could encounter members of the public. No boys are allowed to go either to or from the annex without adult supervision and classes (or individuals / small groups) are easily monitored in the short distance involved (with appropriate safety measures taken when crossing Clabon Mews). The activities in our local outdoor facility are by arrangement with the management company only and centre mostly on the pre-booked use of the tennis court, which is an enclosed space. The boys are escorted and monitored by a member of staff at all times.

External Lettings

We do not rent or hire out our facilities to third parties, but should this ever be the case the school acknowledges the need for due diligence in ensuring any organisation or individual using the site has appropriate safeguarding measures in place.

3.6.4 Preventative Measures

We take the following preventative measures:

- We use appropriate Assemblies to explain the school policy on anti-bullying (child-on-child abuse). Our RE/RSE/HE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the

school. The programme is structured to enforce the message about community involvement and taking care of each other.

- Other lessons, for example English and RS, highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place. The member of staff should then report the matter to the Deputy Headmaster.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. The record of such incidents is maintained by the Deputy Headmaster, who is responsible for monitoring and identifying any patterns or trends in bullying.
- We have a strong and experienced pastoral team of Form Teachers and subject teachers who support the Deputy Headmaster and are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.
- Our pastoral team gives support guidance and training to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- The School Chaplain will give support and guidance to pupils of all faiths who may refer themselves to him, perhaps at a time of family break-up, sickness or bereavement. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- We make use of content filtering software provided by Netsweeper to protect school IT users from harmful online content. A further line of defence is provided by Impero software, which enables teachers to monitor internet usage in real time, spot trends and address issues (such as radicalisation) proactively. The Head of IT liaises with the DSL for Safeguarding matters relating to the school's IT systems, and passes on any concerns raised by the monitoring software. The Governor responsible for IT liaises with the Head of ICT to ensure these measures are up to date and effective.
- Boys are taught, as part of the IT curriculum, about the four risk areas of on-line safety: Content, Contact, Conduct and Commerce.
- Staff, supported by members of the 6th Form, are always on duty at times when pupils are not in class and patrol the school site. They are trained to be alert to inappropriate language or behaviour.
- Our notice board displays advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline.
- All pupils have access to the School Office telephone, enabling them to call for support.
- We will always investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils. The school takes its 'in loco parentis' duty very seriously.
- The whole school community (staff, parents and pupils) acknowledge a duty to uphold anti-bullying measures both in and out of school, guided by the school's published procedures.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

3.6.5 Signs and symptoms of abuse

Bruises

Symmetrical black eyes are rarely accidental unless they occur with a fracture of the head or nose. It is uncommon for accidental bruising of the following:

- back of legs, buttocks (except, occasionally, along the bony protuberances of the spine)

- mouth, cheeks, behind the ear (symmetrical bruising of the ears would be most unusual)
- stomach, chest
- under arm
- genital, rectal area. (but be aware accidents can happen when learning to ride a bicycle and on climbing frames etc.)

Most accidents produce one bruise on a single surface. Most accidental bruises on children are on their front.

Be aware of:

- outline bruising, etc., belt marks, hand prints
linear bruising, particularly on the buttocks
- bruising on soft tissue with no obvious explanation.
- different age bruising (especially in the same area, e.g. buttocks).

Bites

Human bites are oval or crescent shaped. If the distance is more than 3cm across they have been caused by an adult or an older child with permanent teeth.

Burns

It is very difficult to distinguish between accidental and non-accidental burns. It is suspicious if burns are of a uniform depth over a large area and if these are splash marks above the main burn area, which would be caused by hot liquid being thrown.

Fractures

The most common non-accidental fractures are to the long bones, arms, legs and ribs.

Emotional abuse.

These are difficult but behavioural symptoms that generate from this can be:

- excessively clingy or attention-seeking behaviour
- low self esteem
- apathy
- being withdrawn
- constantly seek to please
- over-familiarity and readiness to relate to anyone.

Sexual abuse

This often presents itself in a veiled way. Physical evidence is less likely than in other forms of abuse. The following signs ought to be taken seriously:

- injuries in the genital area
- infections or abnormal discharges in the genital area
- sexual awareness or knowledge of sexual matters not appropriate to a child's age and development
- sexually provocative behaviour
- an allegation by a child that he has been sexually exploited.

Parental responses which might be cause for concern if they:

- delay seeking medical treatment
- are unaware or deny any injury
- have inappropriate or varying explanations of any injury
- have over-hasty or violent reactions to a child's naughty or annoying behaviour.

3.6.6 Prevent Duty

The management and staff of Sussex House are aware that pupils could be exposed to extremist ideology. This can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of non-violent or violent extremism. To this end the school acknowledges its 'Prevent Duty'

responsibilities under section 26 of the Counter-Terrorism and Security Act 2015, through our Safeguarding practices, our Internet security and safety measures, and our RE/RSE/HE programme.

We are proud to 'promote British values' and do so not least through our affiliation with the Church of England and a range of curricular visits and extracurricular activities such as concerts, theatrical performances, architectural field trips.

3.6.7 Procedure at Sussex House

• 3.6.7.1 Designated Safeguarding Lead and Deputy DSL

The Deputy Headmaster is the Sussex House Designated Safeguarding Lead (DSL) and Annabel Abbott is the Deputy DSL. They have been fully trained for the demands of this role, broadly described in Annex C of *Keeping Children Safe in Education September 2023* as follows:

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

Manage referrals The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a

referral by liaising with relevant agencies so that children's needs are considered holistically;

- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college 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 or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses and,

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes and,
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

KCSIE September 2023, Annex C

The DSL and Deputy DSL attend courses with other child support agencies to ensure that they remain conversant with best practice and that our policies and procedures are relevant and up to date. They receive refresher training every two years from the Royal Borough of Kensington and Chelsea that covers child protection, the Prevent duty and inter-agency working (most recently: DSL in May 2022, and Deputy DSL in February 2022), and maintain close links with the Local Safeguarding Children's Partnership for the Royal Borough of Kensington and Chelsea. The DSL, Governor for Safeguarding and the Executive Head have completed the NSPCC 'Safer Recruitment in Education' training and form part of the interview panel for new staff. The DSL has also completed *Prevent* duty and *Channel* training conducted by RBKC.

The School Governor with responsibility for Safeguarding is Mrs Katie Brewer. Her task is to assist in monitoring and reviewing the policy and its implementation, to advise the Head on any matters needing immediate attention and to liaise with the Chair of Governors, when necessary. She is also required to liaise with the local authority on issues of Child

Protection, or in case of allegations against the Head or one of the governors. Katie completed her training for the role with RBKC in September 2022.

The governing body undertakes an annual review of the school's safeguarding policies and procedures and of the efficiency with which the related duties have been charged in the Michaelmas term.

During induction for new staff the Deputy Headmaster will review best practice of Child Protection and Safeguarding with the employee. This will happen in the first week and will cover four key documents:

- Part 1 of 'Keeping Children Safe in Education' September 2023
- The school's Child Protection and Safeguarding Policy
- The school's Whistleblowing Policy
- The school's Staff and Pupil Codes of Conduct
- The name of the Designated Safeguarding Lead (DSL) and the Deputy DSL.

Staff receive refresher training from the Bi-Borough Safeguarding Team every three years (most recently in the 2022 Lent term) and from the DSL at the start of the academic year. The DSL also updates staff ad-hoc on current cases on a 'need to know' basis.

Pupils are also trained in how to keep themselves safe, both as part of the RE/RSE/HE programme and through dedicated events commissioned by the school and run by Childnet (due next in Lent term 2023) (cyber safety).

- 3.6.7.2 Early Help

In some cases Early Help may be a preferred course of action. In such situations parental consent is obtained prior to contact with the LSCP and all parties work together to resolve the situation. The threshold for such a course is outlined in a bi-borough policy document. Matters exceeding the threshold do not require parental consent for referral. **If a child is in immediate danger or is at risk of harm a referral should be made (according to the published procedure) to children's social care and / or the police immediately.**

- 3.6.7.3 Disclosure

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

- 3.6.7.4 Action when abuse is suspected or disclosed

Whenever any member of staff has reason to suspect that a pupil may have suffered abuse or has a disclosure of such abuse made by the pupil to him or her, then it is the duty of that person to report the matter immediately and in complete confidence to the DSL and the Head.

Where it is clear that a pupil is being bullied by another pupil or by a group of pupils, action will be taken by the school according to the procedures set out in the Anti-Bullying policy. If it is alleged or known to be the case that a pupil is being abused by another pupil or pupils, or by any adult, inside or outside the school, the Head will request a written statement of the circumstances that give rise to the suspicion, in consultation with the DSL, and, where it is helpful other agencies, including the nominated governor and the

School Doctor, will judge how to proceed. All allegations of child abuse which fall within the categories described will be reported immediately (within 24 hours) to the designated officer of the local authority (RBKC) and / or the police if a crime is suspected. **It must be emphasised that it is not the school's responsibility to investigate the reliability of allegations of this kind, and that there is no requirement to refer to either the child or their parent when raising a matter with the local authority.**

It is understood that there is a difference between safeguarding children who have suffered or are likely to suffer significant harm, and those who are in need of support from one or more agencies. The former are reported to RBKC Children's Social Care immediately, while the latter can be addressed via inter-agency assessment using local processes.

It is also understood that pupils with Specific Needs may be more prone to abuse (for example students with hearing impairment or with other communication difficulties). To this end all staff are aware of such pupils and are especially vigilant for signs of abuse

Parents, pupils and others may approach the local authority. Contact details are given above.

Records should be made as soon as possible of what the child actually says and what the signs of injury are. Relevant records must be maintained in the strictest confidence. Information relating to actual, alleged or suspected child abuse is exempt from provisions regarding the disclosure of pupil records.

Should a child need to be questioned or detained by the police the school **MUST** ensure that an 'appropriate adult' (usually a parent, guardian or social worker) is present to support, advise and assist them.

The DSL would expect to be invited to the initial case conference and any preliminary planning meetings of the Social Services.

- 3.6.7.5 Allegation made against a member of staff, including supply teachers, volunteers and contractors

The staff Code of Conduct (section 1.6.1) has been written to ensure both students and staff are protected from potential allegations or harm, and staff are advised to consider the code's advice at all times. KCSIE 2023 differentiates between allegations which may meet the harms threshold and those which do not (low level concerns). The threshold has been met if a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

KCSIE 2023

If an allegation of abuse is made against a member of staff or other employee of the school, or a person working as a volunteer at the school, a written statement of the nature and circumstances of the alleged abuse should be agreed and signed by the pupil concerned under the supervision of the DSL, who will then inform the Head. This statement must NOT be written by the pupil. If there is a threat of serious harm to the pupil the matter will be referred immediately to the RBKC LADO.

The employee may be suspended from service (on full pay) while the issue is considered and will be entitled to legal representation. At the point of suspension the employee will be provided with a named contact (usually the Deputy Headmaster) to keep them informed about the progress of the case. The school will take measures to minimize the

stress caused by the allegation and will not prevent social contact with work colleagues and friends unless there is evidence to suggest this may compromise the gathering of evidence.

There are restrictions on the reporting or publishing of allegations against teachers and so the school must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the member of staff is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case. Information gathered about the allegations will be shared with social services and/or the police if a criminal offence has been committed.

Following any investigations the DSL and Deputy DSL will review the matter to see what lessons can be learned for the future, and evolve procedures accordingly.

KCSIE 2023 provides the following definitions to be used by the school to determine the outcome of an allegation:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence or,
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If a member of staff is dismissed (or would have been dismissed if they had not resigned) as a result of safeguarding concerns, the school has a duty to report the matter to the Disclosure and Barring Service (DBS) within one month, and to consider making a referral to the Teaching Regulation Agency (TRA). The reason such action would be considered are 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

In the event of allegations about staff being found (after full investigation) to be falsely made and with malicious intent, investigations will be made to check that the accuser is not a victim of abuse making a 'cry for help'. A referral may be made to Social Services. Should this not be the case, the pupil will be subject to disciplinary proceedings from the Headmaster as per the Behaviour and Sanctions Policy (Handbook section 3.4).

- 3.6.7.6 Low-level concerns

If the allegation is a low level concern, it should be referred to the DSL. It may be deemed a matter of staff discipline and will be referred through the nominated governor and the Chairman to the governing body, but the school will not investigate any matter without prior consultation with the LADO. Examples of behaviour which would raise such concerns could include but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

- 3.6.7.7 Allegation made against the DSL

Should an allegation be made against the DSL, the member of staff receiving the allegation should immediately inform the Governor responsible for Safeguarding (Katie Brewer). If the Governor is absent, the information must be passed on to the Chair of Governors.

They will receive any written statements and take responsibility for the subsequent process. In cases of this nature, the matter will be reported within 24 hours to the designated officer of the local authority. No formal investigation will take place without prior consultation with the LADO. The RBKC Local Authority Designated Officer (LADO) for Sussex House is Sarah Stalker (07971 322482).

- 3.6.7.8 Allegation made against the Head

Should an allegation be made against the Head, it should be reported to the Governor responsible for Safeguarding (Katie Brewer) who will pass this directly to the Chair of Governors. They will receive any written statements and take responsibility for the subsequent process. The matter will be reported within 24 hours to the RBKC and no formal investigation will take place without prior consultation with the LADO.

- 3.6.7.9 Guidelines on what do to do if you suspect a child has been abused or is at risk

It is important to listen to and reassure that child. Get as much information as you can **without appearing to interrogate them**. Then make careful notes of what was said, **devoid of opinion, suspicion or speculation**, and speak immediately with the DSL.

Say nothing to the parent/ carer at this stage, unless the information comes from them.

Listening to young people – these skills are based on basic counselling techniques:

You should minimise what you say, allowing the pupil to tell his story without being silenced.

Acceptance – listen to what you are being told without displaying your own feelings. **You** do not need to decide if the story is true or not. Do not make notes in the presence of the child.

Confidentiality – Never promise confidentiality. Be prepared for this request and prepare your response in advance, e.g. "I am only too ready to listen but at this point I can't promise confidentiality..."

Reassurance – Acknowledge their courage in telling you but do not say, "It will be OK now." And do not apportion blame to anyone.

Questioning – Ask as few questions as possible. Ensure that your questions are open-ended and not leading, e.g. "Did your step-father do this?" (*Leading*) "Do you want to tell me who did this?" (*Open-ended*). Avoid asking for details that you, as a teacher, do not need to know. Clarify what has been said. If necessary reflect back what has been said to give the young person an opportunity to correct you. Never ask the pupil to write down details in an abuse situation – it could be used as evidence in a police investigation. Leave that to the police.

Explaining – You should explain what you will do with this information (i.e. refer it to the DSL who may then take it further).

Recording – Make notes as soon as possible after the interview. Include date, time and place, and who was present. Record verbatim whatever phrases you can recall the child using. Describe the observable behaviour (e.g. crying). Do not tape the interview.

Support – Think about what support is necessary for the pupil. Explain to them that their concerns will be taken seriously and that they will be kept safe and never

made to feel that they are creating a problem for reporting abuse, sexual violence or sexual harassment.

You should refer the matter to the DSL immediately. Staff will not be held personally liable if their concern proves unfounded. In this situation the member of staff was reporting a concern, not making an accusation. Following a referral the DSL will inform the member of staff what the outcome is.

- 3.6.7.10 Staff / Pupil Relations

Staff will be well aware that cases of child abuse have become more numerous and more widely reported and that in their wake has been a plague of malicious allegations and threats. In a litigious and sensation-seeking age, colleagues are advised to exercise care and discretion in the way that they handle staff/ pupil relations. It is essential that pupils at Sussex House should continue to feel comfortable and secure in their relationships with members of staff. Actions which pupils may interpret as improper are unacceptable, no matter how good the intention. To this end the following guidelines are recommended:

Individual interviews with pupils - One to one interviews in closed rooms should only take place during times when the immediate vicinity is well populated and as part of a general programme of activities. To carry out such interviews outside the normal school day or rehearsal/ practice schedule could cause anxiety to pupils and could place a member of staff in a compromising situation. If it is anticipated that that an interview maybe prove confrontational, the presence of a second adult is prudent.

Transport of pupils - Colleagues should not give lifts in their cars to individual pupils unless the parents provide a letter giving express permission for this. In such cases children should be seated in the rear of the car.

Home visiting - Colleagues should not visit pupils at home unless a parent is present. Colleagues should not invite pupils to their home alone.

Outings - Colleagues should not take individual pupils on any outings.

Social Media – It is not appropriate for staff to be linked to current pupils via a social media platform. Care should be taken when linking with former students to ensure that current students who may also be connected to the former student cannot gain access to staff media.

Technology – It is not appropriate for staff to be in regular direct contact with pupils via email, telephone, texting or other forms of messaging. Any information that needs to be conveyed should be done so via parents. A major exception to this would be during periods of distance learning as experienced during the Coronavirus pandemic, during which staff taught and communicated with pupils via the secure remote learning platform provided by the school.

- 3.6.7.11 External speakers

External speakers invited in to the school will be vetted to ensure they do not present extreme or offensive views to the students, and they will be supervised at all times whilst on school premises. The extent of that supervision will be at the professional judgement of the headmaster. A log of all external speakers is held by the Deputy Headmaster.

3.6.8 Safe Appointments, Staff Induction and Training

- Introduction

We believe that a comprehensive induction programme helps all of our new members of staff to settle into Sussex House as quickly as possible, and to start to make an effective contribution. Every new member of staff is given an induction programme that is tailored to his or her roles and responsibilities. All new teaching staff are allocated a mentor in their first year, whose role is to provide informal support and assistance. All staff who were in regulated activity in the academic year 2021/22 received extended training on Safeguarding and Child Protection on 7th or 8th March. This training will be renewed in 2025.

- 3.6.8.1 Safe Recruitment

For more specific detail, please refer to our Safer Recruitment Policy (Staff Handbook section 1.5)

KCSIE 2023 lays down the checking procedures for the appointment of all staff who have significant contact with pupils, teaching and non-teaching, permanent or temporary, full or part-time. In addition to those areas of school life which are integral to the school day the Acts explicitly include those related to out of school activities and trips during the holidays. The Deputy Headmaster, Executive Head and the Governor for Safeguarding have completed the NSPCC 'Safer Recruitment in Education' training and are members of the interview panel for new staff.

To this end the School has put in place safe recruitment procedures for all staff directly employed by Sussex House and updates these in light of changing legislative requirements, such as the introduction of the Safeguarding Agency. The school's Safer Recruitment Policy can be found in the Staff Handbook, section 1.5. Prior to calling candidates for interview the school will undertake reasonable on-line searches as part of due diligence and will inform candidates of this measure. Before employment is confirmed, all staff are checked for their suitability to work with children through the Disclosure and Barring Service at Enhanced Level. All referees are asked to confirm that they know of no reason why a candidate should not work with children under the terms of the Children Act, and candidates complete a self-declaration of mental and physical suitability for the demands of their post.

Third party organisations (such as activity centres) who undertake Regulated Activity on behalf of the school are required to confirm in writing their staff have satisfactorily undertaken the required safeguarding checks.

The School is required to report to the DBS (and the TRA for teaching staff) within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. Such reports will include as much evidence about the circumstances of the case as is possible. The address for referrals is The Disclosure and Barring Service, P.O. Box 181, Darlington, DL1 9FA; telephone 0300 0200 190.

- 3.6.8.2 Induction Procedures on Child Protection

Every new member of the teaching and non-teaching staff, including new peripatetic musicians, sports coaches and the Governing Body, is required to attend a training session on child protection and will be given a copy of part one of 'Keeping Children Safe in Education September 2023'. These sessions are organised by the Deputy Headmaster, our DSL, and every effort will be made to hold them within your first week of arrival as a new member of staff at the school. Similar training is offered to all parents who help with activities that bring them into contact with children. The only adults who work or visit the school who are exempted from this requirement are:

- Night-time cleaners, whose hours of work mean that they do not have contact with pupils,
 - Occasional visitors, including occasional lecturers and contractors, who are signed in by our School Marshal, who are escorted throughout their visit,
 - Contractors working on a designated site that is physically separated from the rest of the school, who are required to sign in and out at their site office and to wear security badges at all times,
 - Contractors working during the school holidays.
- 3.6.8.3 What is the reason for training?

Child protection is always our top priority

Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of pupils
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment

Everyone is required to take part in the training, no matter what their previous background or level of expertise. Refresher training for all staff is held at three yearly intervals.

- 3.6.8.4 What topics does the training cover?

Our induction training will tell you about:

1. Our pupil welfare systems

Starting with the roles of the following structures:

- *The Governors formally consider child protection issues once a year. The Governor for Child Protection issues is Mrs. Katie Brewer.*
- The roles of the Senior Leadership Team and the DSL.
- The roles of form teachers.
- Our partnerships with parents and guardians

We will describe our arrangements for providing additional support for pupils with SEN and for whom English is an additional language.

2. The Legal Framework for our Child Protection and Anti-Bullying Policies

We describe this briefly and cover our policies on:

- Anti-bullying
- Behaviour
- Learning Support
- Equal Opportunities
- Educational Visits
- The *Prevent* duty

Teaching staff have a particular responsibility for supervising pupils and ensuring that they behave with consideration and good manners at all times; but all staff need to be made aware of the school's policies in these areas. All staff are reminded of their important role in building positive relationships, identifying risks and keeping everyone safe. We cover internet and technological bullying, and the risks of the internet and social networking sites.

3. Understanding Challenging Behaviour

We shall draw upon national guidance relating to the safeguarding and protection of children, the signs of abuse, and the duties of staff, as well as the role of specialist

agencies. We shall explain our expectations of how they should respond in a difficult situation, why they cannot promise confidentiality to a pupil.

4. The School's Policies on Child Protection

All new staff will be expected to become familiar with our policies on:

- Child Protection
- Interaction with Pupils: The Staff Code of Conduct
- Pupils and Confidentiality Issues
- Practices and Procedures when a member of staff faces allegations of abuse
- The Whistle-blowing Policy

5. Visitors and Site Security

This covers the need for visitors to be signed in at Reception and to be escorted about the school. The need to vet visiting speakers as part of the *Prevent* duty is also covered

6. Effective Record Keeping

Why effective record keeping matters.

7. Refresher Training

The session concludes with reminding staff that refresher training is given at three yearly intervals and by asking all staff, Governors and volunteers to certify in writing that they have completed the training session.

Please sign and return to the Deputy Headmaster

CHILD PROTECTION AND SAFEGUARDING INDUCTION PROCEDURES at Sussex House

I _____ have attended an induction session on Child Protection Procedures.

As a result, I:

(A) Am familiar with the contents of the following documents:

- (i) Part one of *Keeping Children Safe in Education September 2023*
- (ii) Child Protection and Safeguarding Policy (Handbook Section 3.6)
- (iii) Whistleblowing Policy (Handbook Section 1.7)
- (iv) Professional Expectations (including the Code of Conduct) (Handbook Section 1.6)
- (v) Behaviour and Sanctions Policy (Handbook Section 3.4)
- (vi) Use of ICT, Mobile Phones and Other Electronic Devices (Handbook Section 2.5)
- (vii) Photography and using Images of Children (Handbook Section 2.5)

(B) Am aware of procedures for Child Protection at Sussex House.

(C) Know that Martin Back, the Deputy Head is the Designated Safeguarding Lead and that I can discuss any concerns that I may have with him.

(D) Know that Annabel Abbott is the Deputy Designated Safeguarding Lead and that I can discuss any concerns that I may have with her.

(E) Know that Katie Brewer is the Governor with designated Safeguarding responsibilities.

(F) Know that further guidance, together with copies of the policies is in the Staff Handbook.

(G) Understand that Safeguarding is the responsibility of all staff.

Signed _____

Date _____

3.6.9 Safeguarding whilst Distance Learning measures are in place

Whether teaching physically in classrooms or remotely via the web, our Safeguarding duty of care remains the same. The majority of Safeguarding concerns are already addressed in the school's main Safeguarding and Child Protection policy, but in keeping with government recommendations we state the following points.

- The Designated Safeguarding Lead and the Deputy DSL remain the first points of contact for any Safeguarding concerns that staff or parents may wish to raise. The DSL is Martin Back, the Deputy Headmaster (deputyhead@sussexhouseschool.co.uk, Tel. 07702 300166) and the Deputy DSL

is Annabel Abbott, Head of Lower School (aa@sussexhouseschool.co.uk, Tel. 07798 866429). Anyone wishing to raise concerns should do so immediately they occur.

- Whilst the opportunities for spotting signs of abuse will be limited during the Distance Learning programme, staff are encouraged to remain vigilant and to refer to both the advice in the main policy and that contained in Keeping Children Safe in Education 2023.
- The procedures for raising Safeguarding concerns about a member of staff remain the same as in the main policy.
- During the period of Distance Learning all communications between teachers and pupils should take place via the school's designated 'Teams' platform (including lessons, setting of prep, submission of prep and returning of marked work), or through the school email accounts of both the pupils and staff, unless expressly authorised by a member of the school's senior management. Staff should not be communicating with pupils from personal email accounts.
- Prior to starting a remote teaching session, staff should ensure all other applications on their computers are closed and that all teaching materials (especially video clips) have been vetted prior to broadcast. If broadcasting, staff should also ensure that the physical environment and background for the broadcast are appropriate and professional. Staff should refrain from making any comments in reference to a pupil's location or video background.
- During the period of remote learning parents will continue to receive the school's weekly Newsletter, which will periodically remind them of the need to maintain oversight of their child's computer usage, including filtering and security settings.