

Bexhill 6th Form College

**CHILD PROTECTION AND SAFEGUARDING
POLICY AND PROCEDURE
POLICY NUMBER: FR5**

Reviewed & Approved : September 2025

Child Protection and Safeguarding Policy and Procedure

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Deputy Designated Safeguarding Leads:

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Nominated Governor for Safeguarding and Child Protection: Linda Johnson (contactable via Clerk to the Corporation: clerk@bexhillcollege.ac.uk)

Chair of Governors: John Stebbing (contactable via Clerk to the Corporation: clerk@bexhillcollege.ac.uk)

Local Authority Designated Officer (LADO): Consultation via the online portal [here](#)

Referrals into Early Help and Social Care Single Point of Advice: 01323 464222 or email 0-19.SPoA@eastsussex.gov.uk

Emergency Duty Service (after hours, weekends and public holidays): 01273 335906 or 01273 335905

Child Protection and Safeguarding Policy

1. Introduction

1.1 Our safeguarding approach is rooted in local awareness and the belief that “it could happen here.” Our mission is to inspire all students to reach their potential in a safe, caring, and stimulating environment that supports their overall development.

1.2 We prioritise student welfare. All staff, including volunteers and governors, play an active role in safeguarding. We work with parents/carers and external agencies when needed.

1.3 Safeguarding is a shared responsibility across our college community—staff, students, families, and governors.

1.4 It is embedded in all college practices and policies, always putting students’ best interests first.

1.5 We foster a positive environment where students feel safe and supported.

1.6 We take a student-centred approach, ensuring students are listened to, taken seriously, and never blamed or shamed for raising concerns.

1.7 We recognise that students may struggle to disclose abuse due to fear, embarrassment, or barriers like disability or language. Staff are trained to remain alert and report concerns.

1.8 Safeguarding systems are visible, accessible, and well-promoted. Students are encouraged to speak to trusted staff, and staff are expected to build positive, trusting relationships.

1.9 Student feedback is gathered through termly “Do you feel safe?” surveys, which inform safeguarding practices.

1.10 Safeguarding topics are covered in weekly PSHE sessions, with support services signposted around the college.

1.11 Online safety is addressed in a separate policy.

1.12 We acknowledge abuse can occur in various settings and may involve both adults and children.

1.13 We have zero tolerance for child-on-child abuse, supported by related policies (Behaviour, Anti-Bullying, Online Safety).

1.14 The use of technology is a significant component of many safeguarding issues so as part of our whole College approach to safeguarding we have a separate Online Safety Policy which covers this area of work.

1.15 We collaborate with parents/carers and refer to external agencies when necessary to protect student welfare.

2. Scope

2.1. In line with the law, a child is defined as anyone under 18.

2.2. Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing 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.

- Taking action to enable children to have the best outcomes.

2.3. Child protection refers to actions taken to protect children at risk of significant harm.

2.4. This policy applies to all adults involved in College activities, including staff (permanent, temporary, support), governors, volunteers, contractors, and external providers. The term "staff" refers to all these groups.

2.5. For safeguarding adult learners (18+), refer to the [Sussex Safeguarding Adults Policy and Procedures](#).

3. Roles and Responsibilities

3.1. The Designated Safeguarding Lead (DSL) is Elisabeth Lawrence (Vice Principal), supported by four deputies: Dave Brown, Katherine Rush, Andrew Pritchard, and Louise Davison. DSL duties are outlined in Appendix E.

A Designated Teacher supports the education of Looked After Children, liaising with the Virtual College Principal.

The Safeguarding Governor promotes best practice, offers challenge, and reports to the governing body.

3.2. The Principal handles allegations against staff. Allegations against the Principal are managed by the Chair of Governors (see Appendix A).

3.3. The Principal ensures safeguarding policies are implemented and staff have the time and resources to fulfil their duties.

3.4. The governing body ensures safeguarding is embedded in the College's ethos and daily practice.

3.5. All staff, governors, volunteers, and external providers receive training to identify and respond to safeguarding concerns.

3.6. New staff receive this policy at induction. All staff must review it annually to stay updated and understand their roles and those of key safeguarding personnel.

4. Supporting Students

4.1. General Support Approach

The College supports all students by:

- Promoting clear, accessible safeguarding systems.
- Taking a student-centred approach.
- Delivering a preventative curriculum through weekly tutorials.
- Addressing online safety, including filtering and monitoring internet use.
- Collaborating with external safeguarding agencies.
- Monitoring students with welfare concerns and offering tailored support.
- Ensuring staff understand early help processes and the specific needs of vulnerable groups.

4.2. Vulnerable Groups

Some students face greater safeguarding risks due to additional vulnerabilities, including those who are:

- Looked after or previously looked after.
- Living away from home.
- Experiencing mental health challenges.
- Young carers.
- Involved in or at risk of criminal exploitation, gangs, or county lines.
- Frequently missing from home or care.
- At risk of modern slavery, trafficking, or sexual exploitation.
- Living with domestic abuse, substance misuse, or adult mental health issues.
- Affected by parental offending or imprisonment.

- At risk of ‘honour’-based abuse (e.g. FGM, forced marriage).
- Misusing drugs or alcohol.
- Returning home from care.
- Showing early signs of abuse or neglect.
- At risk of radicalisation.
- Privately fostered.
- Frequently or persistently absent from education.
- LGBT+ or perceived to be and potentially targeted by peers.

4.3. LGBT+ Students

While being LGBT+ is not a risk factor in itself, these students may face peer targeting. The College provides safe spaces and encourages open dialogue to reduce barriers to support.

4.4. Students with SEND or Health Conditions

These students may face:

- Misattributed signs of abuse.
- Increased risk of isolation or bullying.
- Difficulty communicating concerns.
- Challenges distinguishing fact from fiction online, leading to risky behaviour.

4.5. Students with a Social Worker

Students with current or past social care involvement may face ongoing barriers to learning and wellbeing. The College will identify the additional needs of these children and provide extra monitoring and pastoral and/or academic support to mitigate these additional barriers. The College offers continued monitoring and support, even after formal intervention ends.

4.6. Mental Health

Mental health issues can signal abuse or trauma. The College provides pastoral support and refers students to mental health professionals when needed.

4.7. Operation Encompass

The College participates in Sussex Police’s Operation Encompass, ensuring timely support for students affected by domestic abuse (see Appendix B).

5. Child Protection and Safeguarding Procedure

5.1 Where there is a significant safeguarding concern or a need for Level 3 support, the College will contact the Children’s Social Care Single Point of Advice (SPoA) without delay.

5.2 If a crime may have been committed, the police will be contacted as appropriate.

5.3 When police formally interview a student on College premises, the College ensures compliance with PACE Code C (2019), including the presence of an Appropriate Adult to support the young person.

5.4 Photos of the Designated Safeguarding Lead (DSL) team are displayed prominently throughout the College—in main areas, corridors, on plasma screens, and in the Weekly Bulletin shown during tutorials—so students and staff can easily identify them.

5.5 The College’s full Safeguarding and Child Protection Procedures are published and accessible on the College website.

6. Management of Safeguarding

6.1 The DSL oversees behaviour, attendance, medical needs, first aid, SEND, and bullying, with this information informing safeguarding decisions.

6.2 The DSL is informed of any disciplinary incidents or physical interventions (see Behaviour Policy).

6.3 Attendance concerns are reviewed through a safeguarding lens.

6.4 The DSL is updated on first aid and medical arrangements and alerted to any concerns (see Medical Conditions Policy).

6.5 Hate incidents (e.g. racist, homophobic, transphobic, gender or disability-based bullying, cyberbullying) are reported, recorded, and reviewed by the DSL under safeguarding (see Behaviour, Anti-Bullying, and Online Policies).

6.6 The DSL works with the Careers, HE, and Tutorial Manager to ensure the curriculum and PSHE programme promote wellbeing, resilience, and awareness of safeguarding topics like healthy relationships and online safety (see tutorial schemes and Online Safety Policy).

7. Reporting Concerns and Record Keeping

7.1 All safeguarding concerns, discussions, and decisions are recorded in line with ESSCP guidance using CPOMS, a secure, encrypted system.

7.2 The DSL ensures child protection files are current, confidential, and securely stored.

7.3 Records include:

- A clear summary of the concern.
- Details of follow-up and resolution.
- Actions taken, decisions made, and outcomes.
- Where appropriate, include a rationale as to why a Statement of Referral to SPOA has not been made.

7.4 Access to records is restricted to those who need it, following information-sharing guidance.

7.5 Safeguarding records are transferred confidentially to a student's new college as a priority.

7.6 All incoming safeguarding records are stored on CPOMS.

8. Safer Workforce and Managing Allegations

8.1 The College follows safer recruitment procedures to prevent unsuitable individuals from working with children (see Recruitment Procedures).

8.2 All staff undergo safeguarding checks per Keeping Children Safe in Education (Sept 2023). We require agencies to confirm appropriate checks and verify the identity of agency workers.

8.3 Professional visitors (e.g. social workers, nurses) must show ID. Further DBS assurances may be requested from their employers.

8.4 Visiting speakers are vetted via internet checks before being invited.

8.5 Parents and visitors attending events (e.g. shows, parents' evenings) are not required to undergo DBS checks. Supervision needs are assessed case by case by the Principal and DSL.

8.6 All job descriptions include safeguarding responsibilities.

8.7 At least one person on every interview panel will have completed safer recruitment training.

8.8 The Director of HR ensures the single central record is accurate and up to date.

8.9 We follow procedures for managing all allegations and low-level concerns against staff, volunteers, or external providers, in line with Keeping Children Safe in Education (Sept 2025). See Appendix A for details.

9. Staff Induction, Training and Development

9.1 All new staff receive safeguarding induction tailored to their role. This includes trauma awareness, recognising abuse and mental health issues, responding to concerns, multi-agency working, Prevent Duty, online safety, and the roles of the DSL and deputies. Staff are issued Keeping Children Safe in Education (KCSIE) Part One or Annex A and B.

9.2 Staff must read and acknowledge these documents.

9.3 All staff and the safeguarding governor complete annual refresher training. The safeguarding governor also attends Governor Services training, updated every two years.

9.4 The DSL and deputies complete updated safeguarding training every two years.

9.5 All governors receive safeguarding training at induction, with regular updates to support strategic oversight.

9.6 Staff who miss training must complete alternative sessions, arranged by the DSL and HR Director.

9.7 Agency and third-party staff must have appropriate safeguarding training before starting. They may join college-wide training if it occurs during their placement.

9.8 On their first visit, agency and third-party staff receive a safeguarding leaflet outlining key contacts and reporting procedures.

9.9 The College keeps accurate records of all staff induction and training.

10. Confidentiality, Consent, and Information Sharing

10.1 Safeguarding matters are confidential.

10.1.1 The DSL shares information with staff only on a need-to-know basis.

10.2 Staff must not promise confidentiality to students if it risks their safety.

10.3 Staff are professionally obligated to share safeguarding concerns with relevant agencies.

10.4 All staff receive training on the purpose and process of information sharing.

10.5 Staff are trained on when and how to share information, with or without consent (see Appendix A).

11. Inter-agency Working

11.1 The College works closely with external agencies, including early help services, police, and social care.

11.2 Relevant staff attend multi-agency meetings (e.g. Child Protection conferences).

11.3 The College participates in safeguarding reviews and audits, ensuring recommendations are implemented and actions completed on time.

12. Contractors, Providers, and Work Placement Providers

12.1 Contractors and providers must follow the College's safeguarding procedures and report concerns accordingly.

12.2 We require written assurance that all external staff have appropriate safeguarding checks (per KCSIE 2023). Without this, access may be denied.

12.3 Compliance with safeguarding policies is a contractual requirement for commissioned services.

12.4 For work placements, we seek assurance of safeguarding policies and checks on supervising adults.

12.5 When hiring out premises, safeguarding compliance is a condition of use; failure to comply may result in termination.

13. Site Security

13.1 The College is enclosed by a perimeter fence. All staff are responsible for site security and reporting concerns.

13.2 No lanyard = no access.

13.3 All visitors must sign in electronically, wear a badge, and show ID. Unknown individuals will be challenged.

13.4 Threatening or unsafe behaviour from anyone on site will be treated seriously and may result in denied access.

14. Whistleblowing and Complaints

14.1 Staff must report safeguarding concerns, including those about colleagues, to the Principal, Chair of Governors, or LADO. If uncomfortable doing so, they may contact the NSPCC (0800 028 0285 / help@nspcc.org.uk).

14.2 Students and parents can report concerns via the College's Complaints Policy.

15. Quality Assurance

15.1 The College completes safeguarding self-assessments as required by ESSCP.

15.2 Senior leaders and governors act promptly on any areas for improvement.

16. Legal Framework

The College complies with the following legal duties:

- Education Act 2002 (Sections 175 & 157) – Safeguarding duties for all colleges.
- Children Act 2004 (Section 10 & 14B) – Duty to cooperate with local authorities and provide information to ESSCP.
- Counter-Terrorism and Security Act 2015 (Section 26) – Prevent duty.
- Childcare Act 2006 (Section 40) – Compliance with Early Years Foundation Stage.
- This policy aligns with key guidance including Working Together to Safeguard Children (2018), Keeping Children Safe in Education (2023), Pan-Sussex procedures, and RSE/Health Education guidance (2019).

17. Policy Review

17.1 This policy is reviewed annually, along with related policies.

17.2 The DSL ensures staff are informed of any updates.

Appendix A: CHILD PROTECTION AND SAFEGUARDING PROCEDURE

1. Key Definitions

Child: Anyone under 18, regardless of living situation (e.g. in care, hospital, armed forces).

Safeguarding: Actions to promote student welfare and protect from harm, including:

- Preventing maltreatment.
- Avoiding impairment of health or development.
- Ensuring safe, effective care.
- Supporting positive outcomes.

Child Protection: Specific actions to protect children at risk of significant harm.

Early Help: Support provided as soon as issues arise, from early years to adolescence.

Harm: Includes physical or emotional ill-treatment, or witnessing abuse.

2. Categories of Abuse

2.1 Abuse

Abuse can be physical, emotional, sexual, or neglectful. It may occur in families, institutions, or online. Children may be harmed by adults or peers.

2.2 Physical Abuse

Includes hitting, shaking, poisoning, burning, or fabricating illness. It causes physical harm or risk of harm.

2.3 Emotional Abuse

Persistent emotional harm that damages a child's self-worth or development. Includes:

- Constant criticism or rejection.
- Silencing or mocking.
- Age-inappropriate expectations.
- Exposure to domestic abuse.
- Serious bullying (including online).

2.4 Sexual Abuse

Involves forcing or enticing a child into sexual activity. May include:

- Physical contact (e.g. rape, touching).
- Non-contact (e.g. exposure to sexual content, grooming).
- Online abuse.

Perpetrators may be adults or other children (see Appendix C for child-on-child abuse).

2.5 Child Sexual Exploitation (CSE)

A form of sexual abuse where children receive something (e.g. gifts, affection) in exchange for sexual activity. Often involves grooming and coercion.

2.6 Neglect

- Ongoing failure to meet a child's basic needs, including:
- Inadequate food, shelter, or supervision.
- Lack of medical care.
- Emotional unresponsiveness.
- May begin during pregnancy (e.g. due to substance misuse).

2.7 Self-Neglect

Where a child fails to follow medical advice or care routines. This should be treated as a safeguarding concern.

3 Recognising Abuse

Staff should refer to the [Sussex Child Protection Procedures](#) for detailed signs. Key indicators include:

3.1 Indicators

In Students:

- Fear of parents/carers.
- Inappropriate behaviour for age.
- May show no visible signs.

In Parents/Carers:

- Avoiding health services.
- Unrealistic expectations.
- Substance misuse.
- Domestic abuse.
- Isolation or refusal of home visits.

3.2 Risk Factors

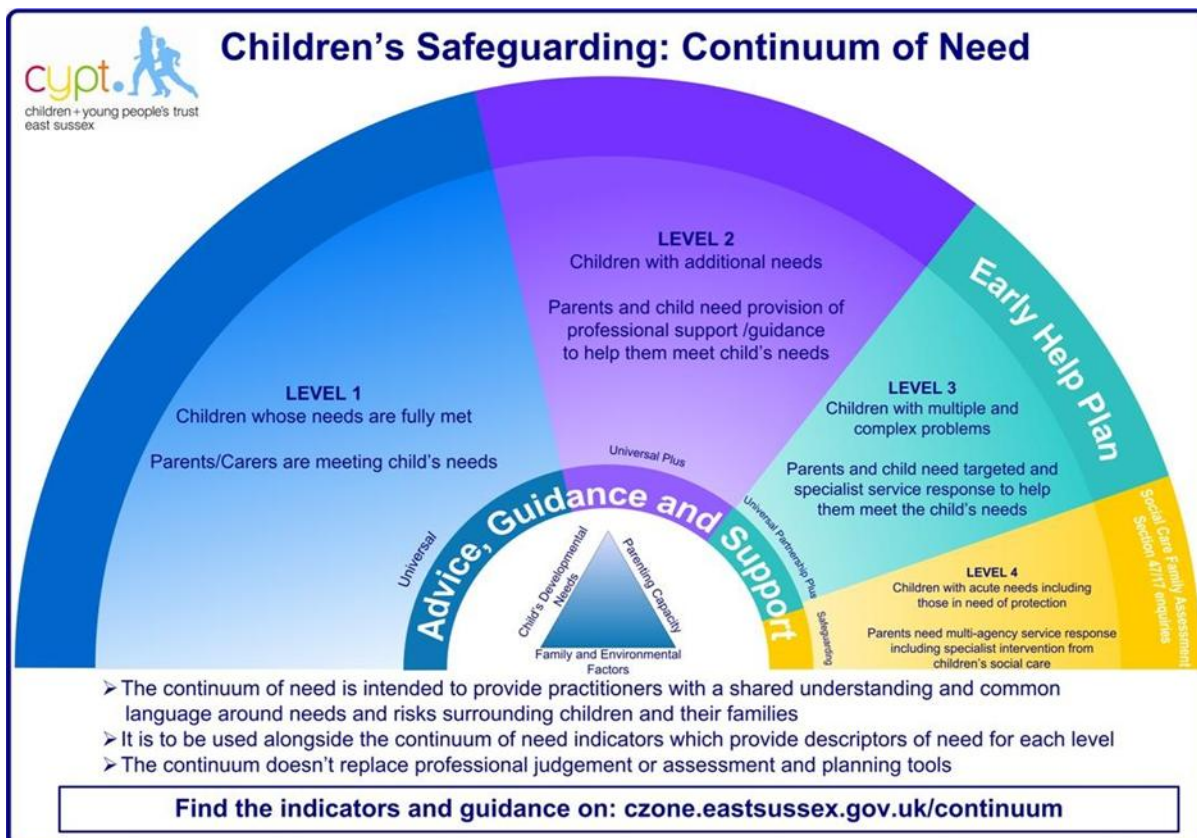
Serious case reviews show that domestic abuse, substance misuse, and mental health issues—especially when combined with poverty or housing instability—can significantly increase risk to children.

the internet.

4. Safeguarding children Continuum of Need

4.1. The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families. It is important that all members of staff are familiar with it.

4.2. The Continuum of Need shows that a child or young person's or family's additional needs can be on a range from one to four, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children or young people whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.



You can find the accessible version of the Continuum of Need diagram on the East Sussex County Council Website.

4.3 The Continuum of Need identifies four levels of need.

Level 1:

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-college, college or college or NHS community services such as Health Visitors

Level 3:

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection

- children and parents need multi-agency responses which include specialist intervention from Children's Social Care through the family assessment process

3.4. By referring to the Continuum of Need and indicators, the College can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

3.5. When assessing cases of possible neglect the ESCC Neglect Matrix will be used. This tool mirrors the Continuum of Need, but with greater focus upon potential indicators of neglect mapped across each of the four levels of need.

5. Responding to Concerns About a Student

5.1 Staff must act immediately on any welfare concerns and speak to the DSL or deputy. Never assume someone else will act.

5.2 If the DSL/deputy is unavailable, staff should contact a senior leader or SPoA. Actions must be shared with the DSL as soon as possible.

5.3 All concerns must be recorded on CPOMS.

5.4 If a student discloses harm:

- Listen calmly and without judgment.
- Ask only necessary clarifying questions.
- Reassure the student and avoid blaming language.
- Do not promise confidentiality.
- Explain next steps and inform the DSL immediately.
- Record the disclosure on CPOMS.
- Seek support if needed - disclosures can be distressing.

6. Discussing Concerns with Families and Students

6.1 Concerns are usually shared with parents/carers unless doing so increases risk or jeopardises evidence. Any decision not to inform them must be recorded.

6.2 Consider the student's age, understanding, language, and any disabilities when discussing concerns. Seek advice from Children's Social Care or police if needed.

6.3 Reassure the student but do not promise confidentiality. Parental consent is sought for referrals unless the child is at risk of significant harm.

6.4 If parents refuse consent but a referral is necessary, proceed and record the decision.

6.5 When referring, agree with Children's Social Care what will be shared with the student and family, by whom, and when.

7. Early Help for Students and Families

7.1 While most families manage without support, some may need help from the College or services like the NHS. Early help is more effective than late intervention.

7.2 Any student may need early help, especially those identified in Section 4 of this policy.

7.3 The College works with other agencies to provide coordinated early help, following Working Together to Safeguard Children (2018) and local guidance.

7.4 We share knowledge internally and with partners to identify support needs, using the East Sussex Continuum of Need to assess levels.

7.5 If risks increase, we work with targeted early help services or Children's Social Care, continuing our support alongside theirs.

6.6 We'll discuss referrals with families and seek consent to involve other professionals, including social workers.

7.7 If consent is refused, we assess whether the student may become unsafe. If so, we consult with SPoA to decide whether a referral to Children's Social Care is needed. Children's Social-Care-led responses to concerns about a student

7.8 Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), we will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the student.

7.9 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the student and their family to plan the response to concerns.

7.10 We will ensure that a relevant staff member participates in all initial and review child protection conferences if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome focused child protection plan and will ensure that the student's wishes, and views are considered in their own right in planning.

7.11 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.

7.12 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.

7.13 We will continue to monitor students once their plans are ended to ensure that they are supported and kept safe.

8. Information Sharing and Consent

8.1 Staff must confidently share information to safeguard children and support families.

8.2 The College may share details about parents/carers (e.g. health or substance misuse) with Children's Social Care during abuse investigations.

8.3 We both share and seek information from other professionals to inform our support.

8.4 Data protection laws (DPA 2018, GDPR) support safe, proportionate information sharing and do not override safeguarding duties.

8.5 Concerns should be shared with parents/carers early, unless doing so risks harm or compromises investigations.

8.6 We only share what's necessary and explain why.

8.7 We seek consent where possible but may share without it if there are serious safety concerns. Such decisions are recorded with reasons.

8.8 Consent is not sought if sharing would:

- increase risk to a child or adult
- prejudice an investigation
- delay urgent enquiries
- be legally required

8.9 Consent is not needed for Section 47 child protection enquiries. Staff must record what is shared.

8.10 Consent is needed for:

- Section 17 assessments (unless advised otherwise by SPoA)
- Early Help (Level 3) referrals

8.11 If unsure, staff must consult the DSL or SPoA.

8.12 All decisions to share or not share information must be recorded with reasons.

8.13 Records must include concerns, discussions, and decisions about referrals (or decisions not to refer), including rationale.

9. Record Keeping

9.1 Timely, accurate records support accountability and appropriate responses to welfare concerns.

9.2 All concerns, discussions, decisions, and reasons will be recorded, kept confidential, and stored securely.

9.3 Records will include:

- a clear summary of the concern
- how it was addressed
- actions taken, decisions made, and outcomes

9.4 Records must be factual, relevant, up to date, and support monitoring and planning.

9.5 All staff, governors, volunteers, and contractors must follow ESSCP guidance on recording concerns.

9.6 The DSL ensures accurate records and maintains stand-alone files as required.

10 Professional Challenge and Disagreements

10.1 Safeguarding work is complex and emotional; professional challenge is vital to ensure the best outcomes for children.

10.2 We promote a culture where staff can raise safeguarding concerns without fear, including concerns about colleagues. Issues can be raised with the DSL, Principal, or Chair of Governors.

10.3 Effective safeguarding requires multi-agency cooperation and contribution.

10.4 If disagreements arise with other agencies, the DSL or Principal will escalate concerns per Pan-Sussex guidance.

10.5 If the College disagrees with a child protection conference decision, the DSL or Principal may escalate to the Head of Safeguarding at Children's Services.

11. Procedure for managing allegations of abuse against staff.

11.1 Within this document the term staff should be broadly read as any adult working within the college, whether directly employed, providing a contracted service, a one-off service such as a supply teacher or a volunteer.

11.2 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the young people at our College. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.3 Allegations sometimes arise from a differing understanding of the same event but, when they occur, they are distressing and difficult for all concerned. We also recognise that some allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.4 We will take all possible steps to safeguard our children and to ensure that the adults in our College are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education September 2023 and Pan Sussex Procedures are adhered to and will follow the flowchart in Appendix F of this policy.

11.5 If an allegation is made or information is received about an adult who works in our College which indicates that they have:

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

the member of staff receiving the information will inform the Principal immediately. Should an allegation be made against the Principal, this will be reported to the chair of governors. In the event that neither the Principal nor chair of governors are contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the vice chair of governors.

11.6 The Principal or chair of governors will follow the flowchart in Appendix F of this policy. No member of staff or the governing body will undertake further investigations before receiving advice from Single Point of Advice or LADO.

11.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or chair of governors should follow the flowchart in Appendix F of this policy and make the appropriate contact direct.

11.8 Supporting people:

- The college together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
- The Principal will ensure that the child and family are kept informed of the progress of the investigation.
- The college will need to contact their Personnel or HR lead for the organisation for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which will be chaired by Children's Social Care or the LADO if the staff member is employed by ESCC).
- The Personnel or HR lead for the organisation will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The Principal will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or Section 47 investigation or disciplinary investigation.
- The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

11.9 The College has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our College, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the Personnel or HR lead for the organisation. In the case of a member of teaching staff, a decision will be made about whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

11.10 In line with Keeping Children Safe in Education September 2023, under no circumstances will the college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

10.11 Where there are conduct issues with a supply teacher, which may not reach the threshold for safeguarding, we will consult the LADO, nonetheless.

11.12 The agency for the supply teacher will be fully involved and expected to co-operate in any enquiries from the LADO, police and/or children's social services.

11.13 Where directed to do so by the LADO, police and/or children's social services, the College will support any safeguarding investigation of a supply teacher by collecting the facts when an allegation is made.

11.14 In this respect it may be that the College takes a lead on that safeguarding element of investigation.

11.15 If the college receives an allegation relating to an incident that happened when an individual or organisation was using the college premises for the purposes of running activities for children, we will respond, as with any safeguarding allegation, by following our safeguarding policies and procedures, including informing the LADO.

12. Procedure for managing low-level concerns

12.1 As part of our whole college approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

12.2 Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. This will encourage an open and transparent culture; enable our College to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the college.

12.3 If anyone has a 'low-level' concern this does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in Section 13 of this annex. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, but does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

12.4 Examples of such behaviour could include, but are not limited to:

- Being over friendly with students
- Having favourites
- Taking photographs of students on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language
- Humiliating students

12.5 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

12.6 It is crucial that any such concerns, including those which do not meet the allegation or harm threshold, are shared responsibly with the Principal (this should include self-referral) so that they can be recorded and dealt with appropriately. (Where the concerns may be about the Principal, see 13.5 above for who to refer these to). Ensuring they are dealt with effectively should also protect those working in or on

behalf of colleges and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

12.7 If the concern has been raised via a third party, the Principal will collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously and to the individual involved, along with any witnesses.

12.8 Where a low-level concern arises about supply staff or contractors, their employer will be notified so that any potential patterns of inappropriate behaviour can be identified.

12.9 If there is ever any doubt as to whether information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, then the LADO will be consulted.

12.10 =To ensure that there is clarity about how staff should behave, and to avoid inadvertent or thoughtless behaviour, staff should ensure that they have fully read and understood the Staff Code of Conduct.

13 The use of ‘reasonable force’

The Law

The Education and Inspections Act 2006 gives statutory powers to members of staff in schools and colleges. This allows them to “use such force as is reasonable” to prevent a student from:

- Committing an offence
- Causing personal injury to others (or themselves) or damage to property
- Prejudicing the maintenance of good order and discipline at the school or College.

More detailed guidance on the application of this new power is set out in the DfES Circular 10/98 – “The use of reasonable force”. This can be found at: <https://assets.publishing.service.gov.uk/government/>

13.1 There are circumstances when it will be appropriate for staff to use reasonable force to safeguard students. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. This can range from guiding a student to safety by the arm, to more extreme circumstances such as breaking up a fight, preventing the young person causing injury to themselves or others or to College property, or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between students or blocking a student’s path, or active physical contact such as leading a student by the arm out of the classroom or holding on to them to prevent them causing injury to others.

13.2 When managing incidents of reasonable force and restrictive physical interventions the College will consider whether to liaise with the LADO, where it is thought that the physical intervention may lead to an allegation.

APPENDIX B

Specific Safeguarding Issues

1. Introduction

1.1 Annex B of Keeping Children Safe in Education September 2023 identifies a number of specific safeguarding issues, listed below, which all staff need to be aware of. All staff must read Annex B of Keeping Children Safe in Education September 2023 to ensure that they can identify any indicators of any of these possible issues and raise them with the DSL where they have a concern about a child at the college.

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Children and the court system
- Children missing or absent from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation, the Prevent duty and the Channel Process
- Sexual violence and sexual harassment between children in colleges and colleges
- Serious Violence
- So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

1.2 There is mandatory reporting duty for teachers with regards to FGM so staff should take careful note of that when reading Annex B of Keeping Children Safe in Education.

1.3 Within this appendix there is further local information, in addition to the information provided in Annex B of Keeping Children Safe in Education September 2023, on the following issues:

- Children Missing from Education
- CCE, CSE and County Lines: MACE
- Domestic abuse
- Children with medical conditions

- Prevent
- Private Fostering
- Self-Harm and suicidal behaviour

1.4 Child-on-child abuse is dealt with separately in Appendix C of this policy.

1.5 Further information about preventing extremism and radicalisation (the Prevent Duty) is provided in Appendix D of this policy.

2. Students missing or absent from education

2.2 All staff should be aware that students going missing and students who are absent from education, particularly on repeat occasions and/or for prolonged periods, can act as a vital warning sign of a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation, including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour' based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing or being absent from education in future. This includes when problems are first emerging but also where students are already known to Children's Social Care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing or being absent from education may increase known safeguarding risks within the family or in the community.

2.3 All staff should be aware of the importance of completing registers in a timely and accurate way.

2.4 All in-college procedures around absence, as per the Attendance Policy, should be followed by staff. Although the DSL has oversight of attendance, this does not prevent staff from speaking directly with the DSL about the attendance and absence of any child about whom they have concerns, and indeed they should do so.

3 CCE, CSE and County lines: MACE

3.1 As part of the graduated support available to colleges for MACE (Multi Agency Child Exploitation) and VARP (Vulnerable Adolescent Risk Panel) students at risk of exclusion there is a mechanism to ensure that colleges are aware of the support available to them to maintain the placement when a student open to the MACE Operational Group or VARP is at risk of exclusion. To ensure colleges are aware of the universal support available to maintain full time education in these cases, and to provide an opportunity for additional, targeted, multi-agency support where required, an Education Review Meeting (ERM) can be requested by the college, through the MACE Operational Group process, or through the VARP, as a tool to prevent exclusion. An ERM will also be automatically triggered by the fixed term exclusion of a student open to MACE Operational Group or VARP, to prevent the risk associated with further exclusion. Further information on ERMs can be found [here](#).

4 Domestic abuse

- 4.1 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. Students 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. In some cases, a young person may blame themselves for the abuse or may have had to leave the family home as a result.
- 4.2 Harm to young people in a home where domestic violence occurs may be caused where they see, hear or experience its effects.
- 4.3 Operation Encompass is coordinated by Sussex Police. It helps police and colleges work together to provide emotional and practical help to students. The system ensures that when police are called to an incident of domestic abuse, where there are students in the household who have experienced the domestic incident, the police will inform the College, via a secure email, before the student or students arrive at College the following day. This ensures that the College has up to date relevant information about the student's circumstances and can enable support to be given to the student according to their needs.
- 4.4 When approaching conversations with students or adults about domestic violence and abuse we will do so in line with the [ESCC Domestic Abuse Toolkit: Supported Conversations with Young People and their Carers](#).

5 Students with medical conditions

- 5.1 Students with medical conditions will be supported in accordance with the Supporting Students with Medical Conditions Policy and the statutory guidance Supporting Students at School with Medical Conditions 2015.
- 5.2 The College will ensure that arrangements are in place to support students with medical conditions. These arrangements will be informed through liaison with the parent/carers and medical professionals, where appropriate, and dependent on the age and capacity, the student as well.
- 5.3 Most ongoing conditions will require an individual healthcare plan, unless it is agreed that this would be inappropriate and disproportionate.
- 5.4 The healthcare plan will be shared with staff as necessary, to ensure that staff are aware of what arrangements are in place, as well as any emergency procedures.
- 5.5 Systems are in place to ensure that the Designated Safeguarding Lead is kept informed of arrangements for students with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child.
- 5.6 The College will consult with Health Professionals and consider further safeguarding actions in the event of:
- concerns about attendance
 - if a medical condition is impacting on a child's ability to participate in normal college activities
 - if emergency treatment is being provided regularly
 - If there has been a significant health event at college
- 5.7 In respect of health concerns for a child the DSL will give due consideration to the possibility of fabricated or induced illness and perplexing presentations.

6 Private fostering

- 6.1 Parents and carers often fail to notify colleges about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.
- 6.2 Private Fostering definition: Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. This could be a stepparent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.
- 6.3 Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or into prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.
- 6.4 College staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent or carer that they have a legal obligation to report the arrangement to Children's Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.
- 6.5 Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

7 Self-harm and suicidal behaviour

- 7.1 Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance. We will make use of the ESCC [Self-harm Toolkit](#) to support our practice in this area.
- 7.2 The DSL will always make onward referral to mental health specialist services or Children's Social Care, in line with the Pan-Sussex Child Protection and Safeguarding Procedures.
- 7.3 Within East Sussex there is a protocol so that when a young person attends the Emergency Department of The Conquest Hastings or the Eastbourne District General Hospital, and self-harm is evident, the hospital will seek to share information with the DSL at the young person's college or college. The sharing of this information is based entirely upon consent from the young person and parent or carer, so the college will not receive information about every incident. Where the college does receive information about an incident of self-harm, this will be a care plan devised by a paediatric liaison mental health nurse who assessed the young person at the hospital. Any care plan received will be used to inform the ongoing safeguarding of that young person and communication or liaison with the young person, parent or carer will be arranged to facilitate this.
- 7.4 If a young person's presentation at the Emergency Department represents a safeguarding concern, then the safeguarding team at the hospital will raise this through their own safeguarding processes and SPOA will be informed. In this respect not all presentations at the Emergency Department will automatically trigger a referral to SPOA, so if on receipt of a care plan from the hospital further concerns emerge, either from existing contextual information the college has, or from new information shared by the young person, then we will follow our usual safeguarding processes and consider making a referral to SPOA.
- 7.5 To support our staff in recognising the signs, identifying risks, supporting children and young people who may be at risk of suicide, and to manage unexpected death within our College and

wider community we use the ESCC Unexpected Death Toolkit. The principles of the toolkit , whilst focused on suicide, apply to any unexpected death.

Further information on the local procedures in response to the above issues can be found within Section 8 of the Pan-Sussex Child Protection and Safeguarding Procedures.

APPENDIX C

Child-on-child abuse

At this college we take a zero-tolerance approach to child-on-child abuse.

- 1.1. Throughout this appendix reference will be made to the terms perpetrator and victim. These terms appear within DfE guidance such as Keeping Children Safe in Education and are easily understood. These terms are being used within this document to aid the flow of sentences however when discussing incidents of child-on-child abuse with children, parents or carers the term perpetrator will be replaced with 'child who has displayed X behaviour' and victim will be replaced with 'child who has experienced X behaviour'.
- 1.2. All staff will be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
- 1.3. Child-on-child abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between children (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 nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
 - up skirting, 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 and 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).
- 1.4. All staff understand the importance of challenging inappropriate behaviours between students, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for students and in worst case scenarios a culture that normalises abuse leading to students accepting it as normal and not coming forward to report it.
- 1.5. All staff understand that students may not find it easy to tell staff about their abuse verbally. Students can show signs or act in ways that they hope adults will notice and react to. In some

cases, the victim may not make a direct report. For example, a friend may make a report, or a member of College staff may overhear a conversation that suggests a student has been harmed or a the student's own behaviour might indicate that something is wrong. If staff have any concerns about a young person's welfare, they will act on them immediately rather than wait to be told.

- 1.6. The initial response to a report of child-on-child abuse from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of child-on-child abuse to report or come forward.
- 1.7. Staff understand that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so students may not be able to recall all details or timeline of abuse.
- 1.8. Staff will be mindful that certain students may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- 1.9. All staff will reassure victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the college or college will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
- 1.10. All staff understand, that even if there are no reports in the College of child-on-child abuse it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important for staff to speak with the DSL or a DDSL if they have any concerns regarding child-on-child abuse.
- 1.11. If an allegation of child-on-child abuse is made:
 - The initial response to a report from a young person is important. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
 - Staff will record the disclosure and inform the DSL.
 - The DSL will assess the information and identify appropriate outcomes to the incident, which may include college-based support or interventions, and or referrals to other agencies, as necessary, such as SPoA, Children's Social Care, CAMHS and the police (if the allegation involves a potential criminal offence).
 - Where it is necessary to contact the police we will explain to those students involved that the law is in place to protect students and young people rather than to necessarily criminalise them, and this will be explained in such a way that avoids alarming or distressing them.
 - The College may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated

safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

- When responding to a disclosure of child-on-child abuse the wishes of the victim, in terms of how they want to proceed, will be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the college's duty and responsibilities to protect other children.
- A risk assessment will be completed and where necessary a written support plan created for all students involved, including the student or students who has experienced the abusive behaviour and the student or students who is alleged to have displayed the abusive behaviour as well as any others affected, with a named person they can all talk to if needed.
- Where an incident has occurred within the College then the time and location will be identified, and a risk assessment completed to make the location safer.
- Risk assessments and support plans will be completed in conjunction with parents or carers, the young person and with support from any other agencies involved such as Children's Social Care or the Police.
- The format of any support plan will vary with the exact nature of the incident.
- If the incident involves a Harmful Sexual Behaviour (HSB) then the guidance in the East Sussex Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Colleges will be followed and a Safeguarding Risk Reduction Plan created accordingly.
- Incidents involving consensual and non-consensual sharing of nudes and semi nudes images and or videos will be managed in line with guidance in Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Any risk assessments and support plans devised will be shared with staff within the college, as necessary, to ensure that staff are aware of the additional measure in place to safeguard those students.
- Alongside actions to provide protection and support to both victims and perpetrators of child-on-child abuse, where appropriate, they may also need to be managed through the college behaviour or anti bullying policies.
- All incidents of child-on-child abuse will be categorised and recorded by the nature of the incident i.e. bullying (including the type such as cyber, racial, biphobic, transphobic and homophobic etc), physical abuse (identifying the specifics: hitting, kicking etc) or a Harmful Sexual Behaviour or other specifics such as sexting, sharing nudes and semi-nudes or whether the incident was potentially criminal).

1.12. The college will minimise the risk of child-on-child abuse by:

- Challenging behaviours, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Addressing any inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
 - Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys, whilst at the same time recognising that any of these issues can affect any students regardless of their gender.
 - Ensuring our whole college approach to safeguarding and preventive curriculum helps to educate students about appropriate behaviour and consent.
 - Ensuring students are aware of the different ways in which they can speak with a trusted member of staff in the College, either directly or through other means such as email.
 - Ensuring students are aware of the different ways in which they can speak with an adult outside of the College through agencies such as Child Line or the NSPCC.
 - Ensuring that staff are aware of child-on-child abuse and maintain an attitude of ‘it could happen here’, as they do with all areas of safeguarding.
 - Ensuring that staff are trained to understand that a child harming another child could be a sign that the child is being abused themselves.
- 1.13. Sexual violence and sexual harassment between students is an element of child-on-child abuse which requires particular consideration due to the potentially criminal nature of incidents. As with other areas of child-on-child abuse these types of behaviours and incidents may occur within the community, outside of the college day, or indeed within the college premises, during the college day. In either instance the abuse could be occurring face to face or online. In many cases abuse will take place concurrently via online channels and in daily life.
- 1.14. Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of students sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, students with SEND and LGBT students are at greater risk of experiencing sexual violence or harassment. Although it is more likely that it will be perpetrated by boys, it is recognised that boys will at times be victims as well. In any case, all child-on-child abuse is unacceptable and will be taken seriously and not tolerated.
- 1.15. Students who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends our College as well.
- 1.16. Sexual violence and harassment form part of a broader range of Harmful Sexual Behaviours (HSB). All problematic and Harmful Sexual Behaviours will be responded to by the college. Sexual violence refers to those behaviours which are offences under the Sexual Offences Act 2003, as described below:
- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

- **Assault by Penetration:** A person (A) commits an offence if: she or he intentionally penetrates the vagina or anus of another person (B) with a part of her or his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: she or he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom, breasts and genitalia without consent, can still constitute sexual assault.)
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: she or he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
- **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if she or he agrees by choice to that penetration and has the freedom and capacity to make that choice.
- **Sexual consent**
 - a child under the age of 13 can never consent to any sexual activity;
 - the age of consent is 16;
 - sexual intercourse without consent is rape.

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

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

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

- consensual and non-consensual sharing of nude and semi-nude images and videos;
- sharing of unwanted explicit content;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

1.19. All child-on-child abuse is unacceptable and will be taken seriously.

APPENDIX D

Preventing extremism and radicalisation

- 1.1. All colleges and colleges are subject to a duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.
- 1.2. Students are vulnerable to extremist ideology and radicalisation. Similar to protecting students from other forms of harms and abuse, protecting students from this risk is all part of our whole college approach to safeguarding.
- 1.3. When approaching this area of work our College uses the following accepted Governmental definitions of extremism, radicalisation and terrorism:
 - Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
 - Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
 - Terrorism is an action that endangers or causes serious violence to a person or people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 1.4. There is no place for extremist views of any kind in our College, whether from internal sources, students, staff or governors, or external sources - college community, external agencies or individuals. The college will refer anyone for whom there are concerns of radicalisation to Prevent.
- 1.5. Any prejudice, discrimination, or extremist views, including derogatory language, displayed by students or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.
- 1.6. We are aware that technology is a significant component of many safeguarding and wellbeing issues and that students are at risk of being exposed to illegal, inappropriate or harmful content including radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories online. As such the college will ensure that students are safe from terrorist and extremist material when accessing the internet in college by establishing appropriate levels of filtering and supporting this with our Preventative Curriculum. For further information please see our Online Safety policy.
- 1.7. We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- 1.8. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.
- 1.9. We will ensure that all our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills.

- 1.10. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- 1.11. We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to become even more relevant to the current issues of extremism and radicalisation.
- 1.12. As part of our whole college safeguarding responsibilities college staff will be alert to:
- Disclosures by students of their exposure to the extremist actions, views, or materials of others outside of college, such as in their homes or community groups, especially where students have not actively sought these out.
 - Graffiti symbols, writing or artwork promoting extremist messages or images.
 - Students accessing extremist material online, including through social networking sites.
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance.
 - Partner colleges, local authority services, and police reports of issues affecting students in other colleges or settings.
 - Students voicing opinions drawn from extremist ideologies and narratives.
 - Use of extremist or 'hate' terms to exclude others or incite violence.
 - Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
 - Attempts to impose extremist views or practices on others.
 - Anti-Western or Anti-British views.
- 1.13. We encourage the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.
- 1.14. Our College will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to students are consistent with the ethos of the college and do not marginalise any communities, groups or individuals.
 - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.
 - Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
 - Activities are matched to the needs of students.
 - Activities are carefully evaluated by colleges to ensure that they are effective.

- 1.15. We recognise, however, that the ethos of our College is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.
- 1.16. We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race, hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.
- All concerns will be reported to the DSL.
 - All concerns will be fully investigated and responded to from a safeguarding perspective, alongside, where needs be, the Behaviour Policy or Code of Conduct.
 - Parents or carers will be contacted, and the concern discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident.
 - If a crime has been committed, then the police will be contacted.
 - If the college are concerned that someone is vulnerable to radicalisation, we will submit a Prevent referral form. This referral is screened by the police Prevent team to determine if the young person is vulnerable to being drawn into terrorism.
 - If a vulnerability is identified the case will be discussed at the local 'Channel' meeting - a voluntary programme through which individuals consent to receive support to address their vulnerabilities and reduce the risk to them.
 - The college will have a representative at these meetings.
- 1.17. The arrangements for recruiting all staff, governors and volunteers, to our College will follow guidance for safer recruitment. Within this we will be alert to the possibility that people may seek to gain positions within our College to unduly influence our Colleges' character and ethos. We are aware that such people seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- 1.18. Where the college premises are used for non-college activities, we will ensure due diligence around those activities to ensure that these do not conflict with the Prevent Duty.
- 1.19. The Principal, chair of governors and DSL will all complete Prevent training. Whole college safeguarding training will include Prevent.
- 1.20. The ongoing whole college approach to fulfilling the Prevent Duty will be informed by a risk assessment which will take into account the local context and the student demographic. This will determine the level and frequency of any additional training as well as curriculum content or interventions for groups or individual students.

Risk assessment considerations for 2023 -24 (East Sussex)

Local Channel referral themes currently include:

- Males (13-17yrs): Think families and future outcomes for younger children.
- Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms.

- Autistic traits are often present but should not be considered as the only vulnerability.
- Racist views (comfortable in expressing these openly to peers either online or in person) and other hate themes: religion, sexuality or disability.
- Mental health: anxiety, low mood, depression and self-harm.
- Historic and current bullying which have left a negative impression on them about their college: how they view their peers and as well as staff who dealt with any incidents – creating a sense of injustice and grievance.
- Isolation and loner with few 'real friends' or peers – creating no sense of belonging.

APPENDIX E

The role of the Designated Safeguarding Lead

1. Role of the Designated Safeguarding Lead

- 1.1. The Designated Safeguarding Lead (DSL) at our College will always be a senior member of staff from the college leadership team, and their lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) will always be explicit in their job description.
- 1.2. The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively.
- 1.3. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of students.

2. Availability

- 2.1. During term time the DSL or a deputy will always be available either in person or contactable by phone or email (during college hours, or out of hours for a college arranged activity such as a college trip) for staff in the college to discuss any safeguarding concerns.

3. Manage referrals

- 3.1. The DSL will refer cases:
 - of suspected abuse, neglect and exploitation to East Sussex Children's Social Care as required and support staff who make referrals to East Sussex 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 or 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 using the NPCC - When to call the police guidance to inform this decision.
- 3.2. Our Ofsted registered Nursery must notify Ofsted of any serious incidents involving any child in their care and of the action taken. Notify the ESCC Early Years Improvement Team who will provide further advice and guidance.

4. Working with others

- 4.1. The DSL will:
 - 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 Principal to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;

- as required, liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, college nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), 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 student'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 students, including where families may be facing challenging circumstances;
- work with the Principal 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 students' attendance, engagement and achievement at college.
- This includes:
 - ensuring that the College knows who the cohort of students 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 students 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 students' educational outcomes.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
- Liaise with agencies providing early help services and coordinate referrals from the college to targeted early help services for students in need of support. Monitor any cases referred to early help and consider referral to Children's Social Care where the situation does not improve.

5. Information sharing and managing the child protection file

- 5.1. The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.
- 5.2. Records will 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
- 5.3. The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing advice and guidance.
- 5.4. Where students leave the college (including in year transfers) the DSL will ensure their child protection file is transferred to the new 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 will be transferred separately from the main student file, by secure transit, and confirmation of receipt will be obtained. We will make use of the ESCC Transition - Information Sharing guidance to support this process.
- 5.5. When our College receives safeguarding information about a new or existing student this will be shared by the DSL with other key members of staff such as the Study Centre Manager.
- 5.6. Because a lack of information about their circumstances can impact on a child's safety, welfare and educational outcomes, in addition to the child protection file, the DSL will also consider if it would be appropriate to share any additional information with the new 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 new college.
- 5.7. Where a parent or carer has expressed their intention to remove a child from the college with a view to educating at home, the DSL will liaise with East Sussex Elective Home Education (EHE) Team to ensure that any safeguarding concerns (should there be any) are shared adequately with them, so as to inform next steps. Where a child has an Education Health and Care plan the college will also liaise with the local authority who will need to review the plan closely with parents/carers and other relevant professionals.
- 5.8. The DSL will:
- organise whole college safeguarding and child protection training for all staff members annually and provide regular ongoing updates throughout the year;
 - ensure each member of staff has access to, and understands, the college's child protection policy and procedures, especially new and part-time staff;
 - ensure the college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
 - ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the 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 college leadership staff.
 - This will include ensuring that the college, and staff, know who these students are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that

students in this group might face and the additional academic support and adjustments that they could make to best support these students.

- Ensure that staff understand that students who have a social worker due to safeguarding or welfare needs may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning behaviour and positive mental health.
- Where students need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absences or unexplained and/or persistent absences where there are known safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- Ensure that staff are 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. Staff, however, are well placed to observe students 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 students have suffered abuse, neglect and exploitation, 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 students' 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 safeguarding and child protection policy and speaking to the DSL.

6. Training, knowledge and skills

- 6.1. The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL will undertake Prevent awareness training. This training will provide the DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of students, as well as specific harms that can put students 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 the East Sussex Continuum of Need and the SPOA referral arrangements;
 - have a working knowledge of how East Sussex 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 DSL has in providing information and support to Children's Social Care in order to safeguard and promote the welfare of students;
 - understand the lasting impact that adversity and trauma can have, including on students' 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 college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting students from the risk of radicalisation;
- are able to understand the unique risks associated with online safety (including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and be confident that they have the relevant knowledge and up to date capability required to keep students safe whilst they are online at College;
- can recognise the additional risks that students 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 students 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 students and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them.

6.2. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, 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.

7. Providing support to staff

- 7.1. Training will support the DSL 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.

8. Understanding the views of students

- 8.1. It is important that students feel heard and understood at our College. Therefore, the DSL will be supported in developing knowledge and skills to:
- encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, and in any measures the college may put in place to protect them; and
 - understand the difficulties that students may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

9. Holding and sharing information

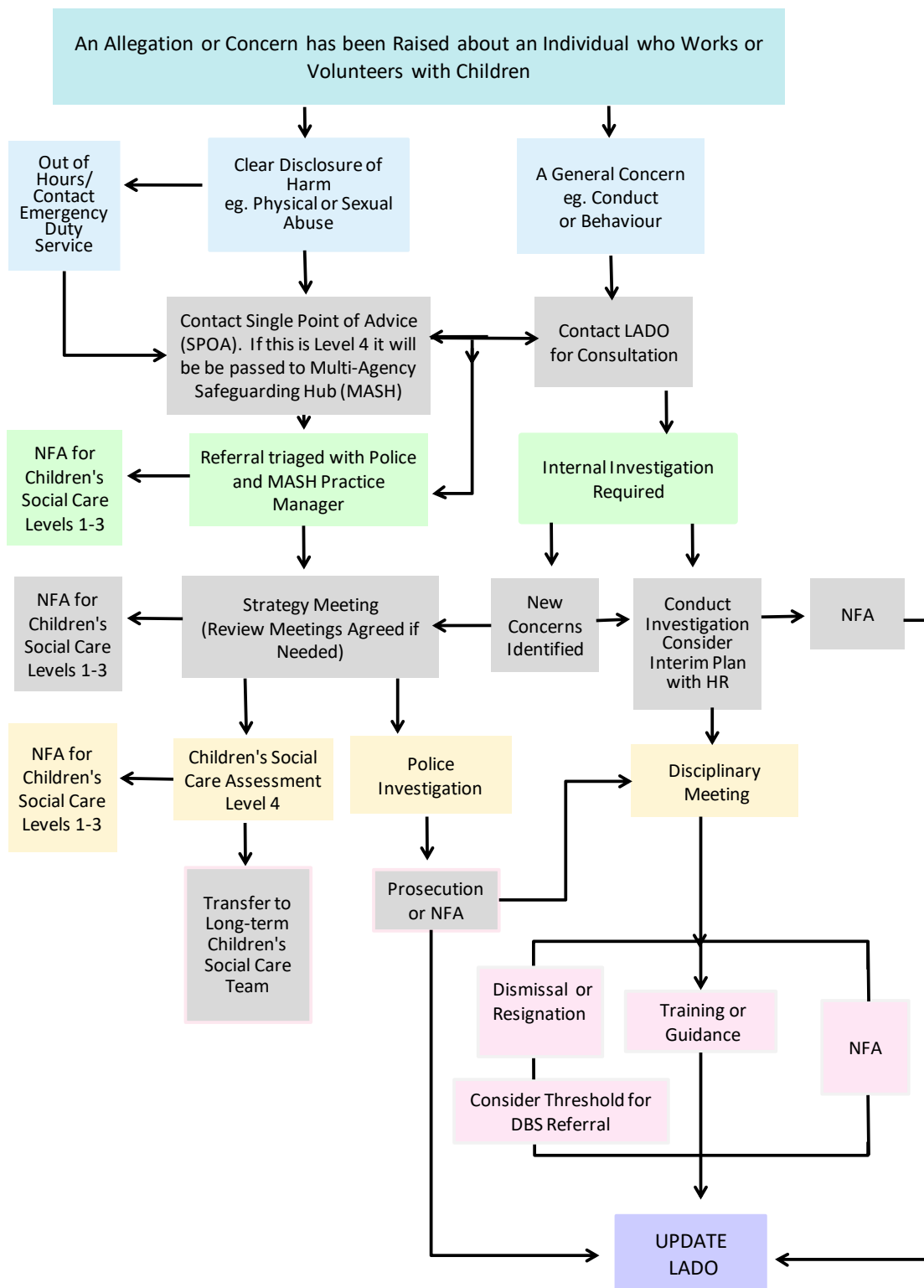
- 9.1. Due to the critical importance of recording, holding, using and sharing information effectively the DSL will be equipped to:
- understand the importance of information sharing, both within the college, and with other colleges on transfer including in-year and between primary and secondary education, 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.

10. Quality Assurance

- 10.1. Monitor the implementation of and compliance with policy and procedures, including audits of child protection and welfare concerns files.
- 10.2. Complete a self-assessment audit of the college's safeguarding arrangements at frequencies specified by the ESSCP and using the audit tool provided by ESCC Education Division for this purpose.
- 10.3. Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of students with child protection plans and other relevant data.
- 10.4. Take lead responsibility for remedying any areas for development identified in safeguarding and child protection arrangements.

APPENDIX F

Managing Allegations Flowchart



What to do if an allegation or concern has been raised about an individual who works or volunteers with children.

If an allegation or concern has been raised about an individual who works or volunteers with children, you will initially need to decide whether it is a general concern, for example about conduct or behaviour, or if it is a clear disclosure of harm, such as physical or sexual abuse.

What to do if a general concern has been raised.

If a general concern about an individual who works or volunteers with children has been raised, for example about conduct or behaviour, contact the Local Authority Designated Officer (LADO) for a consultation. The LADO may advise that an internal investigation takes place or that you contact the Single Point of Advice (SPOA) or the Multi-Agency Safeguarding Hub (MASH).

If you are advised to complete an internal investigation, also consider consulting with Human Resources (HR) about putting in place an interim plan to ensure people are safeguarded whilst the internal investigation is completed.

There are three potential outcomes following an internal investigation. First, that no further action is taken. The second outcome is that a disciplinary meeting is held. Lastly, it may result in new concerns being identified.

In the case where a disciplinary meeting is held, the meeting could result in one of three possible outcomes. First, it could be decided that no further action is required. The second outcome could be that it is decided that training or guidance is required. Lastly, the disciplinary meeting could result in a dismissal or resignation.

If a dismissal or resignation takes place, you will need to consider whether the case meets the threshold for a referral to the Disclosure and Barring Service (DBS).

In the case where new concerns are identified during the internal investigation, you will need to either investigate these concerns as part of the internal investigation process also considering an interim plan with HR or convene a Strategy Meeting, where further review meetings can be agreed if needed.

The outcomes of the Strategy Meeting include no further action for Children's Social Care if assessed at Levels 1 to 3. Where the case is assessed by Children's Social Care at Level 4, it may be transferred to the Long-Term Children's Social Care Team. Alternatively, the decision to move to a police investigation may be made at the Strategy Meeting resulting in a prosecution or no further action. In either case, you may still need to hold a disciplinary meeting, depending on LADO advice. The outcomes of a disciplinary meeting have been outlined earlier in this text.

If, on first contact with the LADO in response to a general concern being raised, you are advised to contact SPOA the following will happen. Professionals at SPOA will review the concern and if it is assessed at Level 4 on the Continuum of Need, it will be passed to MASH.

If the concern is passed to MASH, the police and MASH practice manager will triage the referral. They may decide that there is no further action for Children's Social Care if the case is assessed Levels 1 to 3. Alternatively, the police and the MASH practice manager may decide to convene a Strategy Meeting, where review meetings can be agreed if needed. The outcomes of the Strategy Meeting have been outlined earlier in this text.

In all cases, ensure that the LADO is updated regarding the outcome of any internal investigation or police investigation.

What to do if a clear disclosure of harm has been made.

If an allegation or concern has been raised about an individual who works or volunteers with children and it is a clear disclosure of harm, such as physical or sexual abuse, you will need to take the following actions.

- First contact the Single Point of Advice (SPOA). If SPOA is closed, contact the out of hours emergency duty team. If it is decided by professionals at SPOA that the concern is at Level 4 on the Continuum of Need, it will be passed to the Multi-Agency Safeguarding Hub (MASH). You may also be advised to contact the Local Authority Designated Officer (LADO) at this point, and you will need to follow any advice or instructions they provide as well.
- Where the concern is passed to MASH, the referral will be triaged by the police and MASH practice manager. They may decide that there is no further action for Children's Social Care if the case is assessed at Levels 1 to 3. Alternatively, the police and MASH practice manager may decide to convene a Strategy Meeting, where review meetings can be agreed if needed.
- The outcome of the Strategy Meeting could be that it is decided that no further action for Children's Social Care is required because the case has been assessed at Levels 1 to 3. Alternatively, it could be decided at the Strategy Meeting that a police investigation is required, or a Children's Social Care Level 4 Assessment is required.
- A police investigation could result in a prosecution or no further action. In either case, you may still need to hold a disciplinary meeting, depending on LADO advice. The outcomes of a disciplinary meeting have been outlined earlier in this text.
- A Children's Social Care Level 4 assessment could result in no further action for Children's Social Care as the case has been assessed at Levels 1 to 3 or in a transfer to the Long-Term Children's Social Care Team.