STANFORD JUNIOR SCHOOL

Child Protection and Safeguarding Policy and Procedures

New Policy Issued: September 2025

Reviewed: September 2026

RESPECT HONESTY CREATIVITY KINDNESS FAIRNESS HARD WORK

Stanford Junior School – Enriching lives.

Stanford Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

To be reviewed: *Annually*

Reviewed by Governors: September 2025

Child Protection and Safeguarding Policy and Procedures September 2025

Key contacts

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Child Protection and Safeguarding Policy

1 Introduction

1.1 Safeguarding children and young people is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

1.2 Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children and young people who are suffering or likely to suffer harm.

1.3 Our school is a community and all those directly connected, staff members, governors, parents/carers, families and pupils, have an essential role to play in making it safe and secure.

2 Our Ethos

2.1 We believe that our school should provide a caring, positive, safe and stimulating environment that promotes our school values and the emotional, mental health and wellbeing of the individual child.

2.2 We recognise the importance of the school working in a trauma-informed way, based on the understanding that a child's experiences of adversity and trauma can have long-term impact and leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

2.3 We recognise the importance of providing an environment within our school that will help children and young people feel safe and respected. We recognise the importance of enabling children and young people to talk openly and to feel confident that they will be listened to. We recognise the need to teach children and young people the skills they need to stay safe and to ask for help if they need it.

2.4 We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm. We recognise the importance of enabling all adults to share the full range of possible concerns about pupils and about adults promptly.

2.5 We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children and young people, including the need for referrals to other agencies in some situations.

3 Scope

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years.

3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

4 The Legal Framework

4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act

places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

4.3 Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are required to have "due regard to the need to prevent people from being drawn into terrorism".

4.4 Under section 14B of the Children Act 2004, as amended by the Children & Social Work Act 2017, the Local Safeguarding Partners can require a school or further education institution to supply information in order to perform its functions. This must be complied with. The school is identified as a 'relevant agency'

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

4.5.1 *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018*

4.5.2 *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025*

4.5.3 *Pan-Sussex Child Protection and Safeguarding Procedures*

4.5.4 Relationships Education, Relationships and Sex Education (RSE) and Health Education, February 2019

5 Roles And Responsibilities

5.1 The school's lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead**. We have 2 Deputy Designated Safeguarding Leads to ensure there is appropriate cover for this role at all times. The Designated Safeguarding Lead is a member of the school's Senior Leadership Team. The Designated Safeguarding Lead's responsibilities are described in Appendix A.

5.2 The school has a **Designated Teacher for Children in Care and Previously in Care** who has overall responsibility for promoting the educational achievement of looked-after children and previously looked-after children who are no longer looked after in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales.

5.3 The school has a **nominated governor** responsible for **safeguarding** to champion good practice, to liaise with the head teacher and the Designated Safeguarding Lead to provide information and reports to the governing body.

5.4 The school has a **nominated governor** responsible for **Children in Care and Previously in Care** to champion good practice, to liaise with the head teacher and the Designated Teacher to provide information and reports to the governing body.

5.5 The **case manager for dealing with allegations** of abuse made against school staff, supply staff or volunteers is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors. The procedure for managing allegations is detailed in Appendix C.

5.6 The **case manager for dealing with low-level concerns** about the conduct of school staff, supply staff or volunteers is the head teacher. The case manager for dealing with low-level concerns about the conduct of the head teacher is the chair of governors. The procedure for managing low-level

concerns is the school's disciplinary procedure. A low-level concern is a breach of the staff code of conduct that does not meet harm threshold for it to be deemed an allegation of abuse.

5.7 The **head teacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

5.8 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice. Governing bodies and proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements as set out in KCSIE 2025.

5.9 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child or young person.

5.10 **All staff members, governors, volunteers and external providers** are able to recognise behaviours which breach the staff code of conduct and know what to do if they are concerned about the behaviour of an adult.

6 Supporting Children and Young People

6.1 We recognise the significant impact of trauma on children/young people and families. We recognise that children/young people who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

6.2 We accept that the behaviour of a child/young person in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We understand the need to work in a trauma-informed way with these children and their families.

6.3 We recognise that children and young people can be at risk in a range of contexts (community, home, school, referred to as contextual safeguarding) and from their peers and not just from adults. We understand that all children and young people involved in child on child abuse need protection and support.

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

6.5 We recognise that the fact a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. We therefore ensure that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with trusted members of staff.

6.6 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning, drug, alcohol and tobacco education and relationships and sex education;
- ensuring a comprehensive curriculum response to online safety, enabling children, young people and parents/carers to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that child protection is included in the curriculum to help children and young people to stay safe in a range of contexts, including online, and to recognise when they do not feel safe and identify who they might or can talk to;
- building resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views;
- ensuring that all adults in school understand that children and young people must be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse of any kind;
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the development of children and young people in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring all staff understand their responsibility for safeguarding and know what to do if they have a concern for a child or young person's wellbeing;
- ensuring all staff understand their responsibility for safeguarding and know what to do if they have a concern about the behaviour of an adult;
- ensuring that all staff understand the additional safeguarding issues of children and young people with special educational needs and disabilities and how to address them;
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate;
- liaising and working together with other support services and those agencies involved in safeguarding children and young people;
- monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures;
- monitoring those who have been identified as having welfare or protection concerns and providing appropriate support, and
- participating in Operation Encompass, so that we receive notification from police of domestic abuse incidents involving children (incidents in which a child was present, ordinarily resides at the incident location or with an involved party); our participation will be publicised on our website.

7 Child Protection and Safeguarding Procedure

7.1 We have developed a structured procedure in line with *Pan-Sussex Child Protection and Safeguarding Procedures* which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix B.

7.2 In line with the procedures, the Front Door for Families will be notified as soon as there is a significant concern.

7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and young people and act in their best interests. We will do this by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

8 Record Keeping

8.1 We will ensure that records are maintained appropriately for children and young people with safeguarding concerns and that confidential, stand-alone files are created and maintained.

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

9 **Safer Workforce and Managing Allegations Against Staff and Volunteers and Managing Low-Level Concerns About Staff and Volunteers**

9.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025.

9.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding check on individuals working in our school. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

9.3 Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

9.4 We will ensure that at least one member of every interview panel has completed safer recruitment training.

9.5 We have a procedure in place to handle allegations against members of staff, supply staff and volunteers in line with Keeping Children Safe in Education, September 2025 Part Four Section One (see Appendix C).

9.6 We have a Staff Code of Conduct and Disciplinary Policy and Procedures in place to handle low-level concerns about members of staff, supply staff and volunteers in line with Keeping Children Safe in Education, September 2025 Part Four Section Two.

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10 Staff Induction, Training and Development

10.1 All new members of staff will be given an induction which includes child protection training proportionate to their roles and responsibilities. This will include: understanding the impact of trauma; how to recognise signs of abuse and mental health problems, how to respond to any concerns, how to support local multi-agency procedures (e.g. providing information), online safety including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, familiarisation with the child protection policy, the school's staff behaviour/code of conduct and the role of the Designated Safeguarding Lead and Deputy

Designated Safeguarding Lead. We will ensure that staff understand the difference between a safeguarding or wellbeing concern and a child/young person in immediate danger or at risk of significant harm.

10.2 The induction will include reading Part 1 of *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025* and if their role involves direct work with children.

10.3 The Head Teacher will undergo child protection training, when appointed to post and then refreshed every three years.

10.4 The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead will undergo child protection training, when appointed to post and then refreshed every two years.

10.5 All school staff, proportionate to their roles and responsibilities, and the nominated safeguarding governor will undergo child protection refresher training annually and will be provided with regular information to ensure their skills and knowledge are current.

10.6 All school staff, as part of annual refresher training, will be required to read Part 1 of *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025* if their role involves direct work with children.

10.7 All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Training should be regularly updated.

10.8 The nominated governor for safeguarding will undergo appropriate training prior to or soon after appointment to the role; this training will be updated every two years.

10.9 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

10.10 The Designated Safeguarding Lead will provide regular briefings to the school on: any changes to child protection legislation and procedures; relevant learning from local and national Child Safeguarding Practice Reviews; local service provision: local safeguarding concerns.

10.11 The school will maintain accurate records of satisfactory completion of all staff child protection and safeguarding training.

11 Confidentiality, Consent and Information Sharing

11.1 We recognise that all matters relating to child protection are confidential.

11.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child/young person.

11.3 All staff members must be aware that they cannot promise a child/young person to keep secrets which might compromise their safety or well-being.

11.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

11.5 All our staff members who come into contact with children/young people will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

11.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix B.

12 Multi-Agency Working

12.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children and young people, the police and Children's Social Work Services. We recognise that professional challenge has an important role to play in ensuring effective safeguarding.

12.2 We will ensure that relevant staff members participate fully in multi-agency meetings that support particular children/young people and families, including child protection conferences and core groups, child in need network meetings, early help meetings, and strategy discussions.

12.3 We will participate in Child Safeguarding Practice Reviews, other reviews and file audits as and when required to do so by the Brighton and Hove Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

13 Contractors, Service and Activity Providers and Work Placement Providers

13.1 We will ensure that contractors and providers are aware of our school's child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

13.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children/young people have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025.* If assurance is not obtained, permission to work with our pupils or use our school premises may be refused.

13.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

13.4 When we hire out school premises we will ensure that safeguarding requirements are included in the agreement as a condition of use and occupation of the premises, in accordance with the KCSIE 2025 guidance on keeping children safe in out-of-school settings. Failure to comply will lead to termination of the agreement. As with any safeguarding allegation, we follow our own safeguarding policies and procedures, including informing the LADO should we receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children.

14 Whistle-Blowing and Complaints

14.1 We recognise that children and young people cannot be expected to raise concerns in an environment where staff members fail to do so.

14.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

14.3 We have a clear reporting procedure for children, young people, parents/carers and other people to report concerns or complaints, including abusive or poor practice.

14.4 We will actively seek the views of children, young people, parents/carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

15 Site Security

15.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

15.2 We check all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. Any adults without appropriate checks in place will be accompanied at all times by a member of staff.

15.3 The school will not accept the behaviour of any individual, parent/carer or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

16 Quality Assurance

16.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the Designated Safeguarding Lead.

16.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Brighton and Hove Safeguarding Children Partnership and use the audit tool provided for this purpose.

16.3 The school's senior management and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

17 Policy Review

17.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

17.2 The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to policies and procedures.

Appendix A - The Role of the Designated Safeguarding Lead

See also Keeping Children Safe in Education September 2025 Annex C: Role of the designated safeguarding lead

1 Managing Referrals

1.1 Refer all cases of suspected abuse to the Front Door For Families and to the Police if a crime may have been committed

1.2 Cases which involve concern around a member of staff (including supply staff) or a volunteer should be referred, via the headteacher, to the LADO as well.

1.3 The Disclosure and Barring Service will also be informed where a person is dismissed or left the school due to posing a risk of harm to a child.

1.4 Liaise with the head teacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

1.5 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

1.6 Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children/young people in need of support.

1.7 Monitor any cases referred to early help and consider referral to children's services where the situation does not improve.

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

2 Record Keeping

2.1 Keep detailed, accurate, secure written records of child protection and welfare concerns and referrals.

2.2 Ensure a stand-alone file is created as necessary for pupils with safeguarding concerns.

2.3 Maintain a chronology of significant incidents for each pupil with safeguarding concerns.

2.4 Ensure such records are kept confidentially and securely and separate from the pupil's educational record.

2.5 As soon as a pupil with safeguarding concerns moves to another school, liaise with the new school's Designated Safeguarding Lead for information sharing. For complex cases, include a summary of the history in the pupil's child protection record. Ensure the pupil's child protection or welfare concerns records are transferred to new school as soon as possible. These files should be transferred separately from the main pupil file, using secure transit and obtaining confirmation of receipt.

2.6 Where a pupil is transferring to be Electively Home Educated or the destination school is not known, the child protection or welfare concern records should be retained by the school.

2.7 The final school will retain Child Protection files for at least DoB+25 years.

2.8 Where a pupil is joining the school in-year, ensure that a check is made with their previous school for the existence of any child protection or welfare concerns records.

3 Multi-Agency Working and Information Sharing

3.1 Cooperate with Children's Social Work Services for enquiries under section 47 of the Children Act 1989.

3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

3.3 Liaise with other agencies working with the child/young person, share information as appropriate and contribute to assessments.

4 Training

4.1 Undertake appropriate training, updated at least every two years, and update knowledge and skills at least annually in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as Child Criminal Exploitation, Child Sexual Exploitation, Female Genital Mutilation, fabricated or induced illness (see chapter 8 of the *Pan-Sussex Child Protection and Safeguarding Procedures*);
- understand the assessment process for providing Early Help and intervention, e.g. Children's Services Threshold document: A guide to early help and safeguarding services;
- have a working knowledge of how the Local Authority conducts initial and review child protection case conferences and contribute effectively to these;
- be alert to the specific needs of Children in Need (as specified in section 17 of the Children Act 1989), those with Special Educational Needs, pregnant teenagers and young carers;
- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

4.2 Undertake Prevent awareness training.

4.3 Ensure each member of staff has access to and understands the school's child protection policy and procedures, including providing induction on these matters to new and part-time staff members.

4.4 Organise whole-school child protection training for all staff members annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training.

4.5 Link with Brighton and Hove Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

4.6 Obtain access to resources and attend any relevant or refresher training courses.

4.7 Ensure the school allocates time and resources every year for relevant staff members to attend training.

4.8 Encourage a culture of listening to children/young people and taking account of their wishes and feelings in any action the school takes to protect them.

4.9 Maintain accurate records of staff induction and training.

5 Awareness Raising

5.1 Review the safeguarding and child protection policy and procedures annually and liaise with the school's governing body to update and implement them.

5.2 Make the child protection and safeguarding policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.

5.3 Provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national Child Safeguarding Practice Reviews.

5.4 Help promote high aspirations and the best possible educational outcomes for children/young people by sharing information with relevant staff and the school leadership (whilst maintaining appropriate levels of confidentiality) about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced. This includes: supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children; ensuring that relevant staff know who these children are.

6 Quality Assurance

6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).

6.2 Complete an audit of the school's safeguarding arrangements at frequencies specified by the Brighton and Hove Safeguarding Children Partnership.

6.3 Provide regular reports, including an annual report, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

Appendix B - Child Protection and Safeguarding Procedures

1 Definitions

1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.

1.2 **Children** are any people who have not yet reached their 18th birthday; a 17-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

1.4 **Early Help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in *Working Together to Safeguard Children*: *A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (July 2018)* as:

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

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

1.8 For more definitions, see *Pan-Sussex Child Protection and Safeguarding Procedures*.

2 Categories of Abuse

2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyber bullying)

- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment
- ensure regular school attendance

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Physical abuse is not solely perpetrated by adults. Children/young people can also commit acts of physical abuse.

2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at, or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children/young people.

3 Specific Safeguarding Issues

3.1 School staff members need to be aware of specific safeguarding issues, as identified in *Keeping Children Safe in Education*. Chapter 8 of the *Pan-Sussex Child Protection and Safeguarding Procedures* has detailed information about local procedures for some specific issues.

3.2 Keeping Children Safe in Education Part 5 covers managing child on child sexual violence and sexual harassment.

3.3 Keeping Children Safe in Education identifies the following specific safeguarding issues and contains additional information about these: Child abduction and community safety incidents; Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE); County lines; Children and the court system; Children missing 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; Channel; Sexual violence and sexual harassment between children in schools and colleges; Serious Violence; So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage) FGM;FGM mandatory reporting duty for teachers; Forced marriage.

Staff know that KCSIE 2025 Annex B contains an exhaustive bank of resources and advice that everyone can access to provide support and guidance when dealing with any safeguarding concerns.

3.4 Online Safety

Communications with parents and carers is used to reinforce the importance of children being safe online. Parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school (if anyone) their child is going to be interacting with online. Governing bodies and proprietors will provide children/young people with a safe environment in which to learn and will do all that they reasonably can to limit children's exposure to risks from the school's or college's IT system.

Filtering and Monitoring

The governing body and leadership team, led by the DSL, are responsible to limit children's exposure to the above risks from the school's or college's IT system. The leadership team and relevant staff have an awareness and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified. The governing body and leadership team consider those who are potentially at greater risk of harm and how often they access the IT system.

We:

• review filtering and monitoring provision at least annually.

• block harmful and inappropriate content without unreasonably impacting teaching and learning.

• have effective monitoring strategies in place that meet our safeguarding needs.

We meet the Cyber security standards for schools and colleges as set out on Gov.uk.

The appropriateness of our filtering and monitoring systems are informed in part by our Prevent risk assessment.

3.5 Brighton & Hove Safeguarding Children Partnership has additional information and guidance on some of these issues at: https://www.bhscp.org.uk/

3.6 **Further Information on Children who are Absent from Education**

Children who are absent from education for prolonged periods and/or repeated occasions, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation 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 in future. Staff should be aware of the school's unauthorised absence and the Local Authority's children missing from education procedures.

3.7 Further information on Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

• can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

• can still be abuse even if the sexual activity appears consensual;

• can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

• can take place in person or via technology, or a combination of both;

• can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

• may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

• can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

• is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who have older boyfriends or girlfriends;

• children who suffer from sexually transmitted infections or become pregnant;

• children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;

• children who go missing for periods of time or regularly come home late; and

• children who regularly miss school or education or do not take part in education.

3.8 **Further Information on Child Criminal Exploitation**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

• can affect any child or young person (male or female) under the age of 18 years;

• can affect any vulnerable adult over the age of 18 years;

• can still be exploitation even if the activity appears consensual;

• can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

• can be perpetrated by individuals or groups, males or females, and young people or adults; and

• is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

3.9 **Further Information on Domestic Violence**

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

3.10 Further information on Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Homelessness Reduction Act 2017 places a new duty to refer service users for support. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the young person's circumstances.

3.11 Further information on Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Brighton and Hove FGM Multi Agency Resource Pack or within the e-learning for all professionals, developed by the Home Office, available at www.fgmelearning.co.uk

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to educational establishment or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.

Staff should be aware of mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex B of Keeping Children Safe in Education September 2025.

3.12 Further Information on Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion). Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

It is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.'

3.13 **Further information on Preventing Radicalisation**

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

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Educational establishments and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act

came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

Channel Training

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

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

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

Training is available as follows:

Prevent Awareness: This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. http://www.elearning.prevent.homeoffice.gov.uk

Prevent Referrals: This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate.
https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals

Channel Awareness: This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.
https://www.elearning.prevent.homeoffice.gov.uk/channelawareness

Prevent is the pan-Sussex strategy for preventing vulnerable people from being radicalised into violent extremism: The pan Sussex Prevent describes partner's (including educational establishments) role in the Prevent agenda:

Sharing with colleagues

- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
- Indicators of terrorist activity

The Department for education has published The Prevent Duty Departmental advice for educational establishments and childcare providers at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

3.14 Further Information on Sharing Nudes/Semi-Nudes, Sexting and Upskirting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The Designated Safeguarding Lead should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. School staff must actively avoid viewing any images. School staff should seek to preserve evidence. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child/young person as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children/young people have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (published by UKCCIS) at Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Upskirting is a criminal offence. Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

3.15 Further information on Private Fostering

Parents and carers often fail to notify schools 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.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbie who was a privately fostered child.

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. The following are considered to be relatives: a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

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 in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

4 Recognition – What To Look For

4.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators in the *Pan-Sussex Child Protection and Safeguarding Procedures* for further guidance.

4.2 In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

4.3 In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

4.4 Serious case reviews and Child Safeguarding Practice Reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

4.5 Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
- communication issues can be a barrier to effective safeguarding.

5 Child on Child Abuse – Managing Allegations

5.1 At our school we believe that all pupils have a right to attend and learn in a safe environment. Children and young people should be free from harm by adults and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy or Anti-Bullying Policy when appropriate.

We are mindful of the need to follow published guidance and to seek advice and support from other professionals when appropriate. We will report directly to police when guidance indicates that a criminal offence may have been committed.

5.2 **Safeguarding allegations**

It is important to remember that Child on Child Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

5.3 **Examples of safeguarding issues against a pupil could include:**

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children/young people to attend inappropriate parties
- photographing or videoing other children/young people performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

5.4 Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk assessment and risk reduction plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

5.5 **What to do**

The initial response to a report from a child/young person is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child/young person or a child/young person makes a report to them, they should follow the school's safeguarding referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

The Designated Safeguarding Lead should make a referral to the Front Door for Families, as appropriate. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and advice sought from them on appropriate follow-up in school. Unless other professional advise otherwise the school will inform parents/carers (of both the pupil being complained about and the alleged victim).

5.6 **Risk and Needs Assessment**

The school will follow Department for Education guidance and put in place a risk assessment and risk reduction plans for all children/young people affected by a report of child on child abuse. The plans should include how the children/young people will be supported. Wherever possible, this plan will be established in collaboration with the child/young person, their parents/carers and other professionals. The plan will be shared with the child/young person and their parents/carers and will be reviewed regularly.

6 Children's Services Threshold Document

6.1 The Children's Services Threshold Document has been developed so that everyone working with children in Brighton and Hove has a common language for understanding the needs and risks surrounding children and their families.

6.2 For example, if the school has concerns about a child and needs advice or support from the Front Door for Families, they will use the Threshold Document as a guide to understand the school's concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Threshold Document does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.

6.3 It is important that staff members are familiar with the Threshold Document, which can be accessed at https://www.bhscp.org.uk/documents/brighton-hove-helping-children-and-families-threshold-document/

6.4 The Threshold Document shows that a child's or family's additional needs can be on a range from none to very high, 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 whose needs are decreasing after Children's Social Work Services involvement. The Threshold Document will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.

6.5 The Threshold Document 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-school, school or college or NHS community services such as Health Visiting

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 Work Services through the family assessment process

6.6 By referring to the Threshold Document, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Work Services and when the needs of a child and their family have been reduced enough for them the be 'stepped down' to early help services.

7 What Action To Take If You Have Concerns About A Child

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	• Discuss your concerns with the Designated Safeguarding Lead, or in their absence, with the Deputy Designated Safeguarding Lead, **as soon as possible, before the child leaves for the day.** It is important that the child is not sent home at the end of the day without taking the right protective action. • Complete the **child protection incident/welfare concern form on CPOMS** and alert the Designated Safeguarding Lead. • If the Designated Safeguarding Lead or their deputy is not available, you should contact the Front Door For Families yourself. Inform the Designated

	Safeguarding Lead about what actions you have taken.
Designated Safeguarding Lead or Deputy	**You are concerned that the child is at risk of significant harm** **(Level 4 Threshold Document)** • Contact the **Front Door For Families** immediately. • If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.
	You believe the child is not at risk of significant harm, but the child or their family may need support **(Level 2 or 3 Threshold Document)** • Discuss your concerns with the parents/carers (and child if appropriate). • Use the Threshold Document to identify the level of need. • Discuss your concerns with senior colleagues in another agency, if necessary • If your consultation results in the decision that the child and family are in need of help at Level 2 or 3 of the Threshold Document, provide additional support in the school and/or refer the child or their family to other agencies providing **early help services**. • Record all your consultations and decision-making on the **child protection incident/welfare concern form/actions on CPOMS** sent by the staff member who contacted you originally. Update the chronology and add referral letters and forms to the child's file; create a stand-alone file, if one does not exit. Continue to update the file, including the chronology, as work progresses.

8 Dealing With A Disclosure Made By A Child – Advice For All Members Of Staff

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify, and without suggesting what the answer might be.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.

- Inform the Designated Safeguarding Lead without delay.
- Complete the child protection incident/welfare concern form on CPOMS and alert the Designated Safeguarding Lead.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the Designated Safeguarding Lead.

9 Discussing Concerns with the Family and the Child – Advice for the DSL

9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 **If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision.

9.3 **It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Front Door for Families or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

9.7 **It is expected that you discuss your concerns with the parents before making a referral to the Front Door for Families, unless you consider that this would place the child at increased risk of significant harm**.

9.8 Parents will ultimately be made aware of which organisation made the referral.

10 Early Help for Children and Families

10.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

10.2 Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children July 2018* and local guidance, to any child who needs it.

10.3 We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the Threshold Document to identify what level of need the child or their family has.

10.4 We will work closely with targeted early help services, via the Front Door For Families, and Children's Social Work Services if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

10.5 Early help support is accessed by making a referral to the Front Door For Families. Consent for this will need to be gained from the family first.

10.6 Our school will work with other services in early help planning and coordination of interventions to meet young peoples and families.

11 Front Door For Families Responses to Concerns About A Child

11.1 Once Children's Social Work Services has accepted our referral as needing a social-care-led response (Level 4 of the Threshold Document), a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.

11.2 The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or
- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

11.3 We will cooperate with Children's Social Work Services and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.

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

11.5 We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Work Services.

11.6 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 child's wishes and views are considered in their own right in planning.

11.7 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.

11.8 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.

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

12 Information Sharing and Consent

12.1 It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

12.2 The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Work Services.

12.3 We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

12.4 The Data Protection Act 1998 and the General Data Protection Regulation are not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

12.5 We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

12.6 Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.

12.7 Try to get consent from parents (or the child, if they have sufficient understanding) to share information, if possible. However, **you do not need consent if you have serious concerns about a child's safety and well-being.**

12.8 **Consent is not necessary** in cases where Children's Social Work Services are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Work Services; staff members must make sure to record what information has been shared.

12.9 **Consent is necessary** for:

- Children's Social Work Services investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with the social worker requesting information.
- Early Help Assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

12.10 If you are in any doubt about the need for seeking consent, get advice from the Designated Safeguarding Lead.

12.11 Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

13 Record Keeping

13.1 Good record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

13.2 Records should be factual, accurate, relevant, up to date and auditable. Where opinions are included this must be made clear. Where people are referred to they should be identified clearly by role. Records should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

13.3 Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any actions taken; a note of any discussions and decisions made, with reasons for those decisions; the outcome of actions.

13.4 The Designated Safeguarding Lead will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

14 Professional Challenge and Disagreements

14.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

14.2 We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, the head teacher, the chair of governors or with the Local Authority Education Safeguarding Officer.

14.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

14.4 If there are any professional disagreements with practitioners from other agencies, the Designated Safeguarding Lead or the head teacher will raise concerns with the relevant agency's safeguarding lead in line with guidance in the *Pan-Sussex Child Protection and Safeguarding Procedures*.

14.5 If the school disagrees with the child protection conference chair's decision, the Designated Safeguarding Lead or the head teacher will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

15 Safer Recruitment

15.1 Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children, which are in line with those stipulated within *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025.*

15.2 Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with disclosure and barring regulations and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

15.3 All staff members, including volunteers, who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025.*

15.4 School governors are required to have both an enhanced DBS check and a section 128 check (via Teaching Regulation Agency's Teacher Services web page). This does not apply to associate members appointed to serve on governing body committees.

15.5 At least one member on every short listing and interview panel will have completed safer recruitment training.

15.6 The head teacher and the nominated governor for child protection are responsible for ensuring that our **single central record of pre-employment checks** is accurate and up to date.

Appendix C - Managing allegations of abuse made against school staff, supply staff, or volunteers

1 The school takes seriously all allegations of abuse made against staff members, including supply staff and volunteers, and will investigate them in line with the statutory guidance, *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025* and the *Pan-Sussex Child Protection and Safeguarding Procedures*.

2 The process described below is a summary of the procedure described in the above documents. The case manager for the investigation should refer to them for details.

3 **The procedure applies to all adults working in the school or providing a service on behalf of the school to our pupils either within or outside school premises**, i.e. all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers (**collectively referred to as staff or staff members** in this procedure).

4 Information about the school's process for managing allegations, including any updates, will be shared with the employers of all staff working in school but not directly employed by the school (e.g. supply agencies). Where allegations are made against such staff, the school will liaise with their employer.

5 The allegations management procedure will be used in all cases where it is alleged that a staff member, has:

- behaved in a way that has harmed a child, or may have harmed a child; or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they would pose a risk of harm if they work regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

6 Where concerns do not meet the threshold to be managed within these procedures and are deemed to be a low-level concern, the school must refer to their staff code of conduct and their disciplinary rules and follow their disciplinary procedures. School will ensure that the low-level concerns policy contains a procedure for confidentially sharing such concerns is clear, easy to understand and implement. Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

7 Allegations may arise in a number of ways, for example a report from a child, a complaint from a parent, or a concern raised by another adult within the school. An allegation may concern someone's behaviour or actions within their job or a voluntary activity, or within their family or private life.

8 **Any concerns will be considered in the context of the four types of abuse**

9 Concerns include inappropriate relationships between adults and children. For example:

- a sexual relationship between a child under 18 and an adult in a position of trust with them, even if the relationship may appear to be consensual;
- grooming, i.e. meeting a child under 16 with intent to commit a relevant offence (section 15 of the Sexual Offences Act 2003); or
- other behaviour that gives rise to concerns, such as possession of abusive images of children or inappropriate contact through texts or online, inappropriate messages, gifts or socialising with children.

10 If an allegation or concern arises about a staff member outside of their work with children, and this may present a risk to children for whom the staff member is responsible, the general principles outlined in these procedures will still apply.

11 Roles and responsibilities:

- **Anyone who has concerns** about, or has received an allegation about, the behaviour of a staff member **needs to report the concerns immediately to the head teacher or the designated safeguarding lead**. **If the head teacher is the subject of the allegation, concerns must be reported to the chair of governors. If the designated safeguarding lead is the subject of the allegation, concerns must be reported to the head teacher. If both the head teacher and the chair of governors are absent, the allegation needs to be reported to the Local Authority Designated Officer (LADO).**
- The **head teacher will act as the case manager** for investigations of allegations and liaise with the **LADO**.
- The **chair of governors will act as the case manager**, if the allegation is made against the head teacher.
- The **LADO** is involved in the overall management and oversight of individual cases. They will provide advice and guidance to the case manager, liaise with the police and other agencies and monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

12 Initial action by the person noticing concerns or receiving an allegation first:

- Treat the matter seriously and keep an open mind.
- Do not make assumptions or offer alternative explanations.
- Do not investigate or ask leading questions, if seeking clarification.
- Do not promise confidentiality, but give assurance that the information will only be shared on a need-to-know basis.
- Act quickly.
- Make a written record of the information. Where possible, record the exact words of the person making the allegation or the child's own words.
- Record the time, date and place and names of people present when the allegation was made or concerning behaviour was observed. Record the time, date and place of alleged incidents, persons present and what was said, if these were mentioned by the person making the allegation.
- Sign and date the written record.
- Immediately report the matter to the head teacher or designated safeguarding lead or the chair of governors, as in 10 above and give them the written record.

13 Initial response by the case manager:

- Do not investigate the matter immediately or interview the staff member and/or the child concerned.
- Obtain written details of the concern or allegation, signed and dated by the person reporting it. Countersign and date the written details and record the decisions made and the reasons for those decisions.

- Contact the LADO immediately to report the allegation and for a consultation. The allegation must be reported within one day at the most.
- If the allegation requires immediate attention but is received out of hours, contact the Children's Services Emergency Duty Team or the police and inform the LADO as soon as possible.
- Refer allegations against a staff member who is no longer working in the school to the police in the first instance and then inform the LADO.

14 Initial consideration of the allegation by the case manager and the LADO:

- The case manager and the LADO will consider the nature, content and context of the allegation and agree a course of action, including whether further information is needed.
- The case manager may need to obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations in the past and the staff member's current contact with children.
- If the allegation is not demonstrably false and there is cause to suspect that a child is suffering or likely to suffer significant harm, the LADO will refer the case to Children's Social Work Services and ask them to convene a strategy discussion.
- The LADO will consult the police if a criminal offence may have been committed. If the threshold for significant harm is not reached but a police investigation may be needed, the LADO will immediately inform the police.
- If an investigation by Children's Social Work Services or the police is not necessary, the case manager and the LADO will discuss the options open to the school in the context of the school's Staff Code of Conduct, Disciplinary Rules and Disciplinary Process and taking in to account the nature of the allegation and the evidence available. This will range from taking no further action, to recording a low-level concern, to dismissal or a decision not to use the staff member's services in the future.
- If the initial evaluation leads to no further action against the staff member concerned, the decision and justification should be recorded by both the case manager and the LADO. Agreement should be reached on what information should be put in writing to the individual and what action should follow, including informing the person who made the allegation originally.

15 Persons to be notified:

- After consultation with the LADO, the case manager should inform the accused person about the allegation as soon as possible.
- **However, if a strategy discussion is needed, or the police or Children's Social Work Services need to be involved, the case manager should not inform the accused person until those agencies have been consulted and have agreed what information can be disclosed to the individual.**
- In principle, the case manager should inform the parents or carers of the children involved about the allegation. The LADO should be consulted first to ensure that this will not impede any investigation or disciplinary process. In some cases, the parents or carers may need to be informed right away, e.g. if a child is injured and needs medical attention.
- The parents or carers and the child, if sufficiently mature, should be helped to understand the process and kept informed about the progress of the case and the outcome if no criminal prosecution will take place.

16 Confidentiality:

- Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Information should be restricted to only those who need to know in order to protect the children concerned, carry out the investigation and manage the disciplinary process.
- The Education Act 2011 introduced **reporting restrictions** preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school.
- Reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about the investigation or decision from the disciplinary process. Reporting restrictions also cease if the accused person goes public themselves, thereby waiving their right to anonymity.
- Breaching reporting restrictions is a criminal offence. Therefore, the case manager should inform the parents or carers concerned about the implications of publishing details of the allegation on social networking sites. They should be advised to seek legal advice, if they wish to apply to court for removal of reporting restrictions.
- The case manager should discuss with the LADO how best to manage speculation, leaks and gossip within the school and the community at large, and press interest, if it arises.

17 Supporting people:

- The school together with Children's Social Work Services and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
- The head teacher will ensure that the child and family are kept informed of the progress of the investigation.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support.
- Personnel Services will be consulted at the earliest opportunity to ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The head teacher 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.

18 Managing risk during the investigation:

- The perceived level of risk during the investigation needs to be considered and managed. In some situations the level of risk may require the staff member not to be working with specific children or all children in the school until the investigation is completed.
- There are several options open to the employer, including:
    - redeployment so as not to come into direct contact with one or more children; or
    - refraining (agreeing that the person will not work with children during the investigation); or
    - suspension.
- Refraining and suspension should be considered as neutral acts and should not be automatic. Suspension should be considered only in cases where there is cause to believe

children in the school are at risk of harm or the allegation is so serious that it might be grounds for dismissal.

- Decisions about risk are best made in a multi-agency forum such as the strategy discussion. The LADO will canvass the views of the agencies participating and inform the case manager. However, only the employer has the power to refrain or suspend.
- Possible risks to the children involved and any children in the accused staff member's home, work or community life will be evaluated and managed.

19 Timescales:

- Cases will be resolved as quickly as possible, consistent with a thorough and fair investigation.
- It is expected that the majority of cases should be resolved within one month and all but the most exceptional cases should be resolved within 12 months.
- However, the timing will depend on the nature, seriousness and complexity of the case and the right outcome is far more important than meeting timescales.
- Cases where it is immediately apparent that the allegation is unsubstantiated or malicious should be resolved within one week.
- The school should discuss the timing of actions with the LADO for all allegations that do not require police involvement but for which there are child protection concerns.
- If the nature of the allegation does not require formal disciplinary action, the school should start appropriate action within three working days.
- If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

20 Resignations and compromise agreements:

- The allegation will be investigated according to procedure, even if the accused staff member resigns or ceases to provide their services.
- Every effort will be made to reach a conclusion to the case should the staff member refuse to cooperate, having been given a full opportunity to answer the allegation and make representation.
- Although it would not be possible to apply disciplinary sanctions if the period of notice expires before the conclusion of the investigation, the outcome of the disciplinary process will be recorded.
- The school will not use 'compromise/settlement agreements', for example where the staff member agrees to resign provided that disciplinary action is not taken and that a future reference is agreed.

21 Outcomes of investigations of allegations:

- **Substantiated** – there is sufficient evidence to prove the allegation
- **Malicious** – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False** – there is sufficient evidence to disprove the allegation
- **Unsubstantiated** – there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

22 Disciplinary or suitability process and investigations:

- The LADO and the case manager will discuss whether disciplinary action is appropriate in all cases where:
    - it is clear at the outset, or decided by a strategy discussion, that a police investigation or section 47 enquiry is not necessary; or
    - the police or the Crown Prosecution Service informs that the criminal investigation and subsequent trial are complete, or that an investigation is to be closed without charge, or prosecution is discontinued.
- The discussion will consider any potential misconduct or gross misconduct by the staff member, and take into account:
    - the information provided by the police and Children's Services;
    - the result of any investigation or trial;
    - the different standards of proof in disciplinary and criminal proceedings; and
    - the staff member's full disciplinary record, including any low-level concerns
- In the case of supply, contract or volunteer workers, the LADO and the case manager will work with the providing agency in deciding whether to continue using the person's services or whether they can provide future work with children or whether to report them for barring considerations.

23 Record keeping:

- The case manager will keep a clear and comprehensive summary of the case record and provide a copy to the accused staff member. A copy of the record should also be given to the LADO.
- The record will include details of how the allegation was investigated and resolved and the decisions reached. It will be completed in collaboration with the LADO.
- Details of allegations that are found to be malicious will be removed from personnel records.
- In the case of all other allegations, the summary will be placed in the staff member's personnel file and kept until the person reaches retirement age or for a period of 10 years from the date of the allegation, if that is longer.

24 References:

- If the allegation was proven to be malicious, false or unsubstantiated, it will not be included in any references for the staff member.
- A history of repeated concerns or allegations which have all been found to be malicious, false or unsubstantiated will also not be included in any references.

25 Informing the Disclosure and Barring Service (DBS):

- The LADO will discuss with the case manager whether the school will refer the staff member to the DBS and, in the case of a teacher to the Teaching Regulation Agency (TRA), if the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or ceases to provide their services.
- **It is a legal requirement for schools to refer to the DBS anyone:**
    - **who has harmed, or is likely to harm, or poses a risk of harm to a child; or**

- **if there is reason to believe that they have committed one of a number of listed offences (as set out in the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009), and have been removed from working in paid or unpaid regulated activity or would have been removed had they not left.**

Appendix D - Linked Policies available on the school website

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education - Brighton and Hove's Policy
  https://www.brighton-hove.gov.uk/policy-children-missing-education
- Complaints procedure
- Mental Health & Wellbeing Policy
- Equalities Objectives
- Health and Safety Policy and other linked policies and risk assessments, including First Aid
- IT Acceptable Use Policy
- Data Protection Policy
- Medicines in School and Supporting Children with Medical Conditions
- Learning beyond the Classroom (Offsite Activities and Educational Visits Policy - risk assessments uploaded to EVOLVE)
- E-Safety Policy
- Intimate Care Policy
- Sport Premium
- Positive Handling and Physical Intervention Policy and Guidance
- PSHE and RSE Policy
- Recruitment and Selection Policy and procedures
- Social Media Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct
- Disciplinary policy
- Whistleblowing Policy

Appendix E - Current Safeguarding & Child Protection Guidance Documents & Links 01/09/2025

Also Search - GOV.UK (www.gov.uk) for all current guidance

Category	Document Title	Date	Status	Link
Local	Front Door for Families		Contact Front Door for Families online (make a referral) Family Services Directory and Family Information Service (find services and childcare to support a family you work with) Early Help forms	https://www.brighton-hove.gov.uk/content/children-and-education/front-door-families
Local	Brighton & Hove Safeguarding Children Partnership		The Brighton & Hove SCP brings together local agencies that have a shared responsibility for promoting well-being and keeping children in Brighton & Hove safe. It agrees how these different agencies and professional groups should co-operate to safeguard children and has a role in making sure that arrangements work effectively to bring about good outcomes for children.	https://www.bhscp.org.uk/
Local	Right Support at the Right Time Framework		All Local Safeguarding Children Boards are required to publish a framework document to help explain the different levels of support that a family may require. This document and associated guidance covers expectations and statutory duties upon all agencies to work together to safeguard and protect children, and to take measures to ensure that all agencies are working to offer Early Help to prevent matters from getting worse for a child or their family.	https://www.bhscp.org.uk/documents/brighton-hove-family-help-the-right-support-at-the-right-time/

Category	Document Title	Date	Status	Link
Local	Pan Sussex Child Protection and Safeguarding Procedures Manual		1. Working with Children and Families 2. Information Sharing and Confidentiality 3. Recognition and Referral of Abuse and Neglect 4. Response to Child Protection Referrals 5. Child Protection Conferences 6. The Child Protection Plan 7. Complaints and Professional Disagreements 8. Children in Specific Circumstances 9. Risk Management of Known Offenders and Those who Pose a Risk 10. Child Safeguarding Practice Reviews 11. Child Death 12. The Safeguarding Children Partnership	https://sussexchildprotection.procedures.org.uk/
Local	Brighton & Hove Services for Schools		Brighton & Hove Services for Schools includes: • Access to Education (includes Elective Home Education, Children Missing Education, Children with Medical Needs) • Brighton & Hove Inclusion Support Service (includes Schools Wellbeing Service and Mental Health & Wellbeing resources) • Equality & Anti-Bullying Service • Ethnic Minority Achievement Service • First Aid Training • GDPR & Information Governance Advisory Service • Health & Safety • Human Resources Advice & Guidance • Legal Services • Outdoor Education Support Service • PSHE Education Service (includes Bereavement Support resources) • Public Health Schools • Safeguarding Training • Virtual School Many resources do not require a log-in.	https://www.beem.org.uk/Services

Category	Document Title	Date	Status	Link
National	Schools: statutory guidance		The Department for Education's statutory guidance publications for schools and local authorities.	https://www.gov.uk/government/collections/statutory-guidance-schools
National	Safeguarding children: detailed information		Links to government guidance from all government departments related to safeguarding.	Schools, colleges and children's services : Safeguarding children - detailed information - GOV.UK (www.gov.uk)
National	Keeping children safe in education	September 2025	This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.	https://www.gov.uk/government/publications/keeping-children-safe-in-education
National	Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children	July 2023	This guidance applies to all organisations and agencies who have functions relating to children. Specifically, this guidance applies to all local authorities, clinical commissioning groups, police and all other organisations and agencies as set out in chapter 2. It applies, in its entirety, to all schools. It applies to all children up to the age of 18 years whether living with their families, in state care, or living independently. This document should be complied with unless exceptional circumstances arise.	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
National	Working Together to Safeguard Children Statutory framework: legislation relevant to safeguarding and promoting the welfare of children	July 2023	For information.	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Category	Document Title	Date	Status	Link
National	A Young Person's Guide to Working Together to Safeguard Children.	April 2014	Published by Children's Commissioner	https://www.childrenscommissioner.gov.uk/publication/working-together-to-safeguard-children/
National	Young People's Guide to Keeping Children Safe	March 2013	Published by Children's Commissioner	https://www.childrenscommissioner.gov.uk/publication/guide-to-keeping-children-safe/
National	Relationships Education, Relationships and Sex Education (RSE) and Health Education	September 2021	Statutory guidance. Contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
National	What to do if you're worried a child is being abused Advice for practitioners	March 2015	This advice is non-statutory and has been produced to help practitioners identify child abuse and neglect and take appropriate action in response. This advice is for anyone whose work brings them into contact with children and families.	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
National	The designated teacher for looked-after and previously looked-after children Statutory guidance on their roles and responsibilities	February 2018	This is statutory guidance from the Department for Education, issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008. This means that the governing bodies of maintained schools, academy proprietors and the designated staff member at maintained schools and academies must have regard to it when promoting the educational attainment of looked-after and previously looked-after children.	https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children
National	NSPCC		Research and resources Child protection and safeguarding information, advice and research	https://www.nspcc.org.uk/services-and-resources/research-and-resources/

Category	Document Title	Date	Status	Link
National	Teachers' Standards Guidance for school leaders, school staff and governing bodies	December 2021	The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations. The Teaching Regulation Agency will use Part Two of the Teachers' Standards, which relates to personal and professional conduct, when assessing cases of serious misconduct, regardless of the education sector in which the teacher works.	https://www.gov.uk/government/publications/teachers-standards
National	Inspecting safeguarding in early years, education and skills settings	August 2021	Guidance for Ofsted inspectors to use when inspecting safeguarding under the common inspection framework. This guidance sets out the key points inspectors need to consider when inspecting safeguarding in early years, education and skills settings.	https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills
National	Ofsted School Inspection Handbook	September 2021	Describes the main activities carried out during inspections of maintained schools and academies. Sets out the evaluation criteria that inspectors use to make their judgements and on which they report.	https://www.gov.uk/government/publications/school-inspection-handbook-eif
National	When To Call The Police	February 2020	National Police Chiefs Council. This advice is for school and college staff with responsibility for behaviour management, including designated safeguarding leads (DSLs), their deputies, head teachers and senior leadership teams in schools and colleges in England. This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations: Assault, Criminal damage, Cyber crime, Drugs, Harassment, Sexual offences, Theft, Weapons	https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf

Category	Document Title	Date	Status	Link
Attendance	Working Together to improve school attendance	August 2024	This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to Parenting Contracts, Parenting Orders and Penalty Notices.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
Attendance	School attendance Guidance for maintained schools, academies, independent schools and local authorities	August 2022	This is guidance from the Department for Education. This guidance is non-statutory and has been produced to help schools and local authorities maintain high levels of school attendance and plan the school day and year. The document also provides information about the interventions available to address pupils' poor attendance and behaviour at school. It would be helpful to read this alongside the statutory guidance on parental measures for school attendance and behaviour	https://www.gov.uk/government/publications/school-attendance
Attendance	Children missing education Statutory guidance for local authorities	September 2016	This statutory guidance sets out key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME). Local authorities should be able to demonstrate that they have considered this statutory guidance and where it is not followed, the local authority should have reasonable grounds for not doing so. This advice is not exhaustive and local authorities will need to take into account the circumstances of individual cases.	https://www.gov.uk/government/publications/children-missing-education
Attendance	Elective home education	April 2019	This is departmental guidance from the Department for Education. It is non-statutory and has been produced to help local authorities understand their role in relation to elective home education. Guidance is also for schools and there is a separate guidance document for parents.	https://www.gov.uk/government/publications/elective-home-education

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Attendance Behaviour	Alternative Provision	June 2016	This is statutory guidance. It applies to all educational settings providing alternative provision (AP): schools maintained by the local authority; academies and free schools; pupil referral units (PRUs). AP settings are places that provide education for children who can't go to a mainstream school. This guidance covers the use of AP where: local authorities arrange education for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; schools arrange education for pupils on a fixed-period exclusion; schools arrange education for pupils to improve their behaviour off-site.	https://www.gov.uk/government/publications/alternative-provision
Behaviour	Behaviour and discipline in schools Advice for headteachers and school staff	July 2022	This guide is from the Department for Education. It provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils. The purpose of this document is to provide an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school.	https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
Behaviour	Exclusion from maintained schools, academies and pupil referral units in England	July 2022	Statutory guidance for those with legal responsibilities in relation to exclusion	https://www.gov.uk/government/publications/school-exclusion
Behaviour	Searching, screening and confiscation Advice for headteachers, school staff and governing bodies	July 2022	This advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.	https://www.gov.uk/government/publications/searching-screening-and-confiscation

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Behaviour	Use of reasonable force in schools Advice for headteachers, staff and governing bodies	July 2013	This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.	https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Behaviour	Positive environments where children can flourish	October 2021	Guidance for inspectors about how to approach the use of physical intervention, restraint and restrictions of liberty in social care settings and schools.	https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish
Behaviour	Reducing the need for restraint and restrictive intervention	June 2019	How to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention. This guidance is non-statutory and advisory. The guidance applies to the following settings and services: local authorities; Clinical Commissioning Groups; maintained and non-maintained special schools, special academies and special free schools; independent educational institutions which have applied to the Secretary of State for Education for approval under section 41 of the Children and Families Act 2014; special post-16 institutions; children's homes (including secure children's homes); residential holiday schemes for disabled children; local authority and independent fostering service providers; NHS-commissioned health services	https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention
Drugs	DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies	September 2012	This is advice from the Department for Education and the Association of Chief Police Officers. It is non-statutory and has been produced to help answer some of the most common questions raised by school staff in this area, as well as promoting understanding of the relevant powers and duties in relation to powers to search for and confiscate drugs, liaison with the police and with parents.	https://www.gov.uk/government/publications/drugs-advice-for-schools

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Education Outcomes	Improving the educational outcomes of Children in Need of help and protection Interim findings Help, protection, education: concluding the Children in Need review	December 2018 June 2019	Research paper setting out findings from DfE Review of Children in Need. Identifies how schools and social care can best support Children in Need (includes has or ever has had CP or CiN plan, is or ever has been in care, is disabled). Referenced in KCSIE September 2020.	https://www.gov.uk/government/publications/review-of-children-in-need
Exploitation	Criminal Exploitation of children and vulnerable adults: County Lines guidance	February 2020	This guidance is primarily aimed at frontline staff who work with children, young people and potentially vulnerable adults. This includes professionals working in education, health, housing, benefits, law enforcement (police) and related partner organisations. This guidance is also useful for carers and parents, although they are not the primary audience. This guidance is intended to explain the nature of this harm to enable practitioners to recognise its signs and respond appropriately so that potential victims get the support and help they need.	https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
Exploitation	Preventing youth violence and gang involvement Practical advice for schools and colleges	August 2013	This Home Office advice is for leaders, their senior teams and staff in schools or colleges in areas affected by gang or youth violence. When developing an approach, it is recommended that schools and colleges discuss ways to address youth violence with local police and community safety partners, as well as other local educational institutions.	https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
Exploitation	Modern Slavery Awareness Booklet	October 2017	This guidance is intended as a resource providing clear and up to date information on the key facts, and to help public sector workers who may not routinely come across modern slavery recognise the signs and respond	https://www.gov.uk/government/publications/modern-slavery-awareness-booklet

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Exploitation	Child sexual exploitation Definition and guide for practitioners	February 2017	This advice is non-statutory, and has been produced to help practitioners, local leaders and decision makers who work with children and families to identify child sexual exploitation and take appropriate action in response. This includes the management, disruption and prosecution of perpetrators.	https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners
Exploitation	Safeguarding children who may have been trafficked	October 2011	Non-statutory good practice guidance is for agencies in England which are likely to encounter, or have referred to them, children and young people who may have been trafficked.	https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance
Harmful Trad Practice	Multi-agency statutory guidance on female genital mutilation	July 2020	Statutory guidance	https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
Harmful Trad Practice	National FGM Centre		Information and guidance for professionals covering FGM and other Harmful Traditional Practices	http://nationalfgmcentre.org.uk/about-us/
Health & Safety	Supporting pupils at school with medical conditions	August 2017	This document contains both statutory guidance and non-statutory advice.	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
Health & Safety	Controlling access to school premises	November 2018	This is non-statutory advice from the Department for Education. School premises are private property and parents will generally have permission from the school to be on school premises. However, in cases of abuse or threats to staff, pupils or other parents, schools may ban parents from entering the school.	https://www.gov.uk/government/publications/controlling-access-to-school-premises
Health & Safety	First Aid in Schools	February 2022	Under health and safety legislation employers have to ensure that there are adequate and appropriate equipment and facilities for providing first aid in the workplace. This guidance draws on existing good practice. It provides advice for schools on drawing up first-aid policies and ensuring that they are meeting their statutory duties.	https://www.gov.uk/government/publications/first-aid-in-schools

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Info Share	Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers	July 2018	This HM Government advice is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being. This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018. The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
Info Share	Data protection: a toolkit for schools	September 2018	The document provides 9 steps that, we think, can help schools efficiently develop the culture, processes and documentation required to be compliant with the strengthened legislation and effectively manage the risks associated with data management. It is important to note that this document provides tips and guidance only. It is intended to support schools draw out areas of risk. It does not constitute formal legal guidance, and as a data controller in its own right, a school is ultimately responsible for its own data protection procedures and compliance with legislation.	https://www.gov.uk/government/publications/data-protection-toolkit-for-schools
Mental Health	Counselling in schools: a blueprint for the future Departmental advice for school leaders and counsellors	February 2016	This is departmental advice from the Department for Education (DfE). This advice is non-statutory and has been produced to help school leaders set up and improve counselling services in primary and secondary schools.	https://www.gov.uk/government/publications/counselling-in-schools

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Mental Health	Mental health and behaviour in schools Departmental advice for school staff	November 2018	This is non-statutory advice from the Department for Education. This guidance is for school staff and applies to all schools. It gives advice on: • how to create a whole school culture, including promoting positive mental health • understanding the link between mental health and behaviour • how to identify children with possible mental health problems • where and how to put in place support, including working with external agencies where required It also provides links to sources of further support and guidance. The intervention and support guidance may also be useful for colleges and other post-16 institutions.	https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
Online	Cyber Security Standards	Sept 2024	Guidance to ensure schools/colleges are meeting their standards on cyber security, user accounts and data protection.	Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
Online	Teaching online safety in school	June 2019	Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects. This is non-statutory guidance from the Department for Education. It outlines how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements. It complements existing and forthcoming subjects including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing. It does not imply additional content or teaching requirements.	https://www.gov.uk/government/publications/teaching-online-safety-in-schools

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Online	Safeguarding and remote education during coronavirus (COVID-19)	March 2021	Understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak.	https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
Parents	NHS Information: Fabricated or induced illness		Find out about fabricated or induced illness (FII), which is a rare form of child abuse where a parent or carer exaggerates or deliberately causes symptoms of illness in the child.	https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/
Parents	Understanding and dealing with issues relating to parental responsibility	September 2018	Guidance to help schools understand their obligations and duties in relation to the rights and responsibilities of parents, as recognised by education law.	https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility
Child on Child	Sharing nudes and semi-nudes: advice for education settings working with children and young people (published by UKCCIS, not DfE)	December 2020	This advice is for designated safeguarding leads (DSLs), their deputies, headteachers and senior leadership teams in schools and educational establishments in England. (replaces previous guidance on sexting)	Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)
Child on Child	Preventing and tackling bullying Advice for headteachers, staff and governing bodies	July 2017	This document has been produced to help schools take action to prevent and respond to bullying as part of their overall behaviour policy. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools.	https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Child on Child	Cyberbullying: Advice for headteachers and school staff	July 2017	This is non-statutory advice from the Department for Education for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.	https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Child on Child	Advice for parents and carers on cyberbullying	July 2017	This advice is for parents and carers about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.	https://www.gov.uk/government/publications/preventing-and-tackling-bullying

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Child on Child	Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads	September 2021	The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur, or is alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework. It is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty. 1 It is important that schools and colleges consider how to reflect sexual violence and sexual harassment in their whole school or college approach to safeguarding and in their child protection policy.	https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
Prevent	The Prevent duty Departmental advice for schools and childcare providers	June 2015	This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
Safer Recruitment	Disqualification under the Childcare Act 2006	August 2018	Statutory	https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006

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Safer Recruitment	Staffing and employment advice for schools	October 2021	Departmental advice for school leaders, governing bodies, academy trusts and local authorities. This advice is designed to help employers in all schools with staffing and employment issues, and to inform their decision making. It advises on matters contained within the School Staffing (England) Regulations 2009 for maintained schools and for independent schools, which include academies and free schools, the Education (Independent School Standards) Regulations 2014 and on wider staffing and employment issues. It draws attention to relevant legislation and sources of up-to-date guidance and advice that employers need to consider, some of which may be statutory guidance.	https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools
Safer Recruitment	Guidance for safer working practice for those working with children and young people in education settings		Not statutory. Adapted and updated by the Safer Recruitment Consortium from an original IRSC/ DfE document. Covid-19 Addendum	https://saferrecruitmentconsortium.org/
Safer Recruitment	Recruit teachers from overseas	August 2022	How schools can hire teachers who are not UK or Irish nationals.	https://www.gov.uk/guidance/recruit-teachers-from-overseas
SEND	Special educational needs and disability code of practice: 0 to 25 years	May 2015 and April 2020	Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Category	Document Title	Date	Status	Link
SEND	Schools: guide to the 0 to 25 SEND code of practice Advice for school governing bodies/proprietors, senior leadership teams, SENCOs and classroom staff	September 2014	This document is not a substitute for the full Code of Practice and has no statutory basis. The main duties that schools must have regard to are highlighted here and links are given to the relevant sections of the Code – it is important that schools familiarise themselves with the full version of the statutory guidance in the Code in addition to reading this guide	https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings