

Latest version issued	October 2019	
Review cycle	1 year	
Issue control		
Date	Comment	Updated by
September 2020		Deputy Head

Safeguarding and Child Protection Policy

September 2019

This document is based on guidance from KCSiE 2019 and Working Together to Safeguard Children 2018.

KCSiE highlights the importance of developing a safeguarding policy with all staff working with children within an education setting.

Designated Safeguarding Lead: Becks Scullion

Safeguarding Governor: Martin Lupton

Status & Review Cycle: October 2019

Minor amendments made March 2020

Next Review Date: September 2020

Statutory Annual

Table of Contents

SECTION SAFEGUARDING POLICY	4
<i>Safeguarding Statement 2019</i>	6
<i>Key Personnel</i>	7
<i>Terminology</i>	8
<i>Guidance and documents referred to in this policy</i>	9
RELATED SAFEGUARDING POLICIES	9
<i>Policy Aims</i>	10
<i>Supporting Children</i>	10
<i>Prevention / Protection</i>	11
<i>Safe School, Safe Staff</i>	12
<i>Roles and Responsibilities</i>	13
Records and Reports for Child Protection Conferences	21
<i>Child Protection Procedures Flowchart</i>	22
<i>Dealing with disclosures</i>	23
<i>Allegations against adults who work with children</i>	24
<i>What is child abuse?</i>	25
<i>Sexual violence and sexual harassment between children in schools</i>	32
Responding to reports of sexual violence and sexual harassment	32
Upskirting	33
<i>Physical Abuse</i>	34
<i>Peer on Peer Abuse</i>	35
<i>Harmful Sexual Behaviour</i>	36
Brook sexual behaviours traffic light tool	36
Behaviours: age 0 to 5	36
Behaviours: age 5 to 9 and 9 to 13	37
Behaviours: age 13 to 17	39
<i>Anti-Bullying/Cyberbullying</i>	40
<i>Online Safety</i>	41
<i>Racist Incidents</i>	41
<i>Radicalisation and Extremism</i>	41
Indicators of vulnerability to radicalisation	42
Visiting Speakers	44
<i>Domestic Abuse</i>	44
<i>Child Criminal Exploitation & Gangs</i>	44
<i>Child Sexual Exploitation (CSE)</i>	45
<i>Youth produced sexual imagery (sexting)</i>	46

<i>Honour-based Violence (including FGM and Forced Marriage)</i>	48
One Chance Rule	49
Female Genital Mutilation (FGM)	50
Forced Marriage.....	50
Breast ironing	51
<i>Private Fostering Arrangements</i>	51
<i>Children Looked After</i>	52
<i>Children Missing Education</i>	52
<i>Students Missing Out on Education</i>	53
<i>School Attendance and Behaviour</i>	53
<i>Restrictive Physical Intervention</i>	54
<i>Whistle-blowing</i>	54
<i>EXTERNAL AGENCY CONTACT INFORMATION</i>	54
Surrey.....	54
Hampshire	55
Other agencies.....	56
<i>Further advice on safeguarding and child protection is available from:</i>	56
<i>Appendix 1 : Early years personal care policy and procedures</i>	58
Policy Statement.....	58
Principles.....	58
Intimate Care Tasks	58
Procedures.....	59
Reception.....	59
Partnership with Parents/Carers	60
Best Practice	60
Dealing with body fluids	60
Sensitivity and Respect.....	60
Safeguarding Children and Adults	60
Health and Safety	61
Roles and Responsibilities	61
Frensham Heights EYFS Personal Care Form.....	61
<i>Appendix 2: Additional Information</i>	62
Changing Facilities for Sports and PE.....	62
School Environment.....	62
<i>Appendix 3 Additional information and contacts</i>	63

SECTION SAFEGUARDING POLICY

Safeguarding is a Legal Requirement and an ISI Reporting Standard.

Frensham Heights School fully recognises and is committed to its responsibilities for all aspects of safeguarding children. It is fully committed to acting in the best interests of the child.

Governance: This Safeguarding policy and procedures are formally reviewed and agreed annually by the Board of Governors to ensure a whole school commitment to safeguarding children.

Definition: Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Ensuring we practise safer recruitment procedures in conducting designated checks on the suitability of governors, staff and volunteers to work with children;
- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The central, but not sole, aspect to safeguarding is the child protection, guidance of which is contained in the combined policy document. It applies to all staff, Governors and volunteers working in the school. This policy applies to the whole school including the Early Years Foundation Stage (EYFS).

There are six main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe, including on-line;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting students who have been abused in accordance with their individual agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.
- Preventing children being drawn into terrorism

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse or radicalisation. The school will therefore:

- Ensure annual training of all staff and volunteers in appropriate child protection responses;
- Ensure all staff follow the Code of Conduct as set out in the Staff Handbook and know the Whistleblowing Policy also in the Handbook;
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the Personal, Social and Moral Education (PSME) curriculum for children to develop the skills they need to recognise and stay safe from abuse this includes Relationship and Sex Education and online education;

- Be focused on understanding that their role includes recognising when a child needs support, preventing problems escalating and working with external agencies to this end if that is what is called for.
- Ensure that all staff and volunteers will have read part one, and for school leaders and those who work directly with children, also Annex A of the Keeping Children Safe in Education document (September 2019). This document is on the M-Drive/Key Documents for staff to access should it prove necessary.
- Ensure that all staff and volunteers will have received training on the Prevent duty introduced by the Counter-Terrorism and Security Act 2015.
- Monitor all student absences, particularly in relation to the Prevent duty and Children Missing Education, such that concerns are promptly addressed about irregular attendance with the parent/carer. Further details are in the Missing Child Procedure.

We will follow the procedures set out by: Surrey Safeguarding Children Partnership (SSCP); the Surrey Community Safety Unit for the Prevent strategy; and take account of guidance found issued in “Working Together to Safeguard Children” (July 2018); Keeping Children Safe in Education (2019), documents and by the Department for Education to:

- Ensure we have designated members of staff for child protection who have received appropriate training and support for this role. At Frensham Heights these people are the Designated Safeguarding Lead (DSL): currently the Deputy Head, Becks Scullion is the over-arching DSL and she is supported by the Senior School Nurse, Carys Willman who is the main Deputy DSL. Other DSL in the school are: Emma Wyld (Senior School) Andy Spink (Senior School), Nick Oram-Tooley (junior School) Katherine Bluck (Junior School) and Honesty Walker EYFS) , Their roles and responsibilities are listed in the Child Protection Policy;
- Ensure we have a nominated governor responsible for child protection (this is Mr Martin Lupton who can be contacted via the Clerk to the Governors - the Bursar);
- Ensure every member of staff, volunteer and governor knows the name of the designated members of staff responsible for child protection and their role;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated staff responsible for child protection. Signs of abuse, staff responsibilities and procedures for handling suspected cases of abuse are all included in the Child Protection Policy;
- Ensure that parents have an understanding of the responsibility placed on the school and staff or volunteers for child protection by setting out its obligations in the Safeguarding policy and making this available to parents via the school website;
- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register;
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;
- Keep (written)records of concerns about children, even where there is no need to refer the matter immediately. It is expected that these will will be stored on CPOMS;
- Ensure all records are kept securely, separate from the main student file, and in a locked location (Deputy Head’s office) if not held electronically (CPOMS);
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer; including promptly notifying the DBS , BSA and National College of Teacher Leadership if any staff member leaves employment following an allegation of harm or a risk of harm to a child or cases where a prohibition order may be appropriate.
- Ensure safe recruitment practices are always followed.

- Notify the appropriate/local MASH/C-SPA within 24 hours (in writing or with written confirmation of a telephone referral) of allegations or suspicions of abuse, and inform all staff and volunteers of their right to directly contact the MASH. Parental consent is not required for referrals to statutory agencies.
- Notify the BSA of safeguarding cases which have resulted in a full referral to an external body such as the local authority or the police AND where the case relates to a member of staff or to abuse by one pupil on another (peer on peer).

References:

- A. ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2017 www.isi.net
- B. 'The Early Years Foundation Stage: Statutory Framework September 2017': <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- C. 'Keeping children safe in education' DfE guidance September 2019: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf
- D 'Working Together to Safeguard Children', DfE guidance dated July 2018: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- E. The definition and signs of child abuse (<http://www.nspcc.org.uk/signsofabuse>)
- F. 'Child Protection in Academies: Setting the Scene', Browne Jacobson Solicitors 2009
- G. 'School Staff as Police Officers'- an ISBA briefing document by Farrer & Co, February 2012
- H. Evidence from the NSPCC Policy Adviser - Safeguarding, Emily Arkell, to Sir Roger Singleton's Review, dated 2 February 2009. (www.nspcc.org.uk)
- I. The National Minimum Standards for Boarding Schools (NMS)
- J. Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015
- K. On line safety education: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- L. Relationships and Sex Education and Health Education (England) Regulations 2019 <https://www.legislation.gov.uk/ukdsi/2019/9780111181997>
- M. BSA Commitment to Care Charter <http://www.boarding.org.uk/userfiles/bsa/pdf/BSA%20Commitment%20to%20Care%20Charter%20V2%20-%20September%202017.pdf>

Safeguarding Statement 2019

The safety and welfare of all our students at Frensham Heights School is our highest priority. Our goal is to know everyone as an individual and to provide a secure and caring environment so that every student can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by Surrey Safeguarding Children Partnership together with DfE guidance contained in Working Together to Safeguard Children (*July 2018*) and Keeping Children Safe in Education (KCSIE September 2019). This policy is applicable to the whole School community, including those students in the Early Years Foundation Stage (EYFS). Contact details for the LSCB can be located on the Contacts page of this policy.

All members of staff have a duty to safeguard our students' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of

children is **everyone's** responsibility. This includes a duty both to children in need and to children at risk of harm. All staff should read at least Part 1 of KCSIE (September 2019). All School staff should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The Governors ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE (September 2019); annual update training led by the DSL, annual declaration of having read KCSIE including any updates, staff induction processes.

Frensham Heights School prides itself on its respect and mutual tolerance. Parents/guardians also have an important role in supporting Frensham Heights. Copies of this policy, together with our other policies relating to issues of child protection are on our website (or available by request from the School Secretary) and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

Key Personnel

Designated Safeguarding Lead (DSL) is:

Becks Scullion – Deputy Head
Contact details: dsl@frensham.org Mob: 07798640669

Deputy DSL's are: Contact number: 01252 792561

Second point of contact is Becks Scullion is not available:

Carys Willman Senior Nurse: caryswillman@frensham.org Mob:07795660368

Emma Wyld	Acting Head of Senior School: emmawyld@frensham.org
Andy Spink -	Assistant Head Student Development: andyspink@frensham.org
Nick Oram-Tooley	Junior School (4-6): nickoramtooley@frensham.org
Katherine Bluck	Head of Junior School (N-6): katherinebluck@frensham.org
Honesty Walker	Head of EYFS (N-1): honestywalker@frensham.org

The nominated child protection governor is:

Martin Lupton
Contact details: via Bursar@frensham.org (Clerk to the Governors)

The Head is:

Rick Clarke
Contact details: head@frensham.org

The Chair of Governors is:

Bill Bird
Contact details: via Bursar@frensham.org (Clerk to the Governors)

Terminology

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults or another child or children. Children may be abused within the family or institution or community, and by others e.g. via internet.

Early Help means providing support as soon as additional needs emerge at any point in a child's life.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child(ren) / Students includes everyone under the age of 18. On the whole, this will apply to students of our school; however the policy will extend to visiting children and students from other establishments

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

MAP refers to the Surrey Multi-Agency Partnership.

C-SPA refers to the Children's Single Point of Access and the Child Protection Consultation Line.

CSP refers to the Children's Safeguarding Partnership

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015.

The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2019 (KCSIE), and Children's Safeguarding Partnership (CSP) Procedures.

The Governing body takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our school to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

This policy applies to all members of staff and governors in the school

Guidance and documents referred to in this policy

- Children’s Safeguarding Partnership protocols, guidance and procedures
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2019 (KCSIE)
- Disqualification under the Childcare Act 2006 (updated 2019)
- FGM Act 2003 Mandatory Reporting Guidance 2016
- What to do if you are worried a child is being abused’ 2015
- Teacher Standards 2011
- Information Sharing Advice for Practitioners’ guidance 2018
- The Equality Act 2010
- Teaching online safety in school. London: Department for Education
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- BSA Commitment to Care Charter

RELATED SAFEGUARDING POLICIES

The following policies are related safeguarding policies:

- Anti-Bullying Policy (Staff Handbook Section 3.3)
- Attendance Policy (In Staff Handbook Section 3.1)
- Behaviour Management Policy (Staff Handbook Section 2.8)
 - Day Trips Policy ((Staff Handbook Section 2.19)
 - Planning residential Trips or Expeditions Policy (Staff Handbook Section 3.10)
 - First Aid and Medical Emergencies Policy (Staff Handbook Section 7.2)
 - Fire Safety Policy (Staff Handbook Section 6.17)
 - Health and Safety Policy (Staff Handbook Section 6.2)
- Staff Behaviour and Code of Conduct (Staff Handbook Section 5.8)
- Induction Policy (Staff Handbook Section 1.11)
- Guidance on Missing Child Policy (Staff Handbook Section 7.4)
- Uncollected Child Policy (Staff Handbook Section 2.32)
- Recruitment, Selection and Disclosures Policy and Procedures (Staff Handbook Section 5.30)
- Risk Assessment Policy (Staff Handbook Section 6.7)
- Policy on Students’ Use of Electronic Devices (Staff Handbook Section 3.19)
- Whistle Blowing Policy (Staff Handbook Section 5.19)

The welfare of the child is paramount maintain an attitude of “It could happen here”

Children have a right to feel safe and secure, they cannot learn effectively unless they do so.

All children have a right to be protected from harm and abuse.

All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.

Whilst the school will work openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

As a member of BSA, the School is committed to its "Charter to Care" (2017). This means that as a BSA school we are committed to the highest duty of care and safeguarding. We will report any safeguarding cases which have resulted in a full referral to an external body such as the local authority or the police AND where the case relates to a member of staff or to serious abuse by one pupil on another (peer on peer).

Policy Aims

To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents and other partners.

To raise the awareness of all staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.

To enable the school to effectively contribute to Early Help, assessments of need and support for those children.

To provide robust school systems and procedures that are followed by all members of the school community in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE guidance), and a single central record is kept for audit.

We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

Supporting Children

We recognise that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children where possible.

We will promote a caring, safe and positive environment within the school.

We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.

We will ensure children are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety. This is delivered through our PSME / Living in a Connected World lessons

We will respond sympathetically to any requests for time out to deal with distress and anxiety.

We will offer details of helplines, counselling or other avenues of external support.

We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.

We will notify Social Care immediately if there is a significant concern.

We will provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school records are forwarded as a matter of priority and within statutory timescales.

Prevention / Protection

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will:

Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they have had happy/sad lunchtimes/break times

Ensure that all children know there is and can access an adult in the school whom they can approach if they are worried or in difficulty.

Include safeguarding across the curriculum, including PSME, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, accessing emergency services, road safety, pedestrian and cycle training.

Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated

Safe School, Safe Staff

We will ensure that:

The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children.

All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff Code of Conduct, child protection policy, the role and names of the Designated Safeguarding Lead and Deputies, and Keeping Children Safe in Education part 1 and annex A.

All staff receive safeguarding and child protection training at induction. Staff will also receive safeguarding and child protection updates Staff Notices, Staff Conference and emails as required. All staff employed by the School, (part time or full time) should attend the Safeguarding Update in the September Staff Conference. Staff who are not employed directly by the school and are self-employed peripatetic teachers are strongly encouraged to attend any Safeguarding updates for their own professional development. All peripatetic staff are expected to sign KCSiE Part 1.

All members of staff are trained in and receive regular updates in online safety and how to report concerns. Key pastoral staff, and staff who are interested are trained by a CEOP Ambassador in using and understanding the Think You Know resources.

All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The child protection policy is made available via the school website and that parents/carers are made aware of this policy.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school's handbook.

We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputies are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse.

All staff will be given access to a copy of Part 1 and Annex A of Keeping Children Safe in Education 2019 and will sign to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance.

Roles and Responsibilities

All School Staff:

Have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

Provide a safe environment in which children can learn.

Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.

Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

Attend training in order to be aware of and alert to the signs of abuse. Maintain an attitude of “it could happen here” with regards to safeguarding.

Know how to respond to a students who discloses harm or abuse following training of ‘Working together to Safeguard Children’, and ‘What to do if you are worried a child is being Abused’ (2015). (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>)

This should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse and neglect.

The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to.

Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.

Be prepared to refer directly to the Multi Agency Partnership (MAP), and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

Telephone: 0300 470 9100 (Children's Single Point of Access)

E-mail: csmash@surreycc.gov.uk

Website: <https://www.surreycc.gov.uk/.../contact-childrens-services>

Follow the allegations procedures if the disclosure is an allegation against a member of staff.

Follow the procedures set out by the Children’s Safeguarding Partnership and take account of guidance issued by the Department for Education.

Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.

Treat information with confidentiality but never promising to “keep a secret”.

Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.

Will identify children who may benefit from early help, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school’s pastoral support process or an early help assessment). In some circumstances it may be appropriate for a member of school staff to act as the lead professional in early help cases.

Liaise with other agencies that support students and provide early help. Know who the DSL and Deputy DSL are and know how to contact them.

Have an awareness of the role of the DSL, the school’s Child Protection Policy, Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.

Be mindful that the Teacher Standards states that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Assist the Governing Body and Head in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

The Head

In addition to the role and responsibilities of all staff the Head will ensure that:

The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.

The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.

All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.

Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.

That opportunities are provided for a co-ordinated offer of early help when additional needs of children are identified.

Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.

Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.

Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Child-centred systems and processes are in place for children to express their views and give feedback.

All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.

Students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

That allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Children's Safeguarding Partnership (CSP) and Surrey County Council (SCC).

That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

The Designated Safeguarding Lead:

In addition to the role and responsibilities of all staff the DSL will:

Hold the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated.

Have an "it could happen here" approach to safeguarding.

Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.

Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the Children's Single Point of Access (C-SPA), and act as a point of contact and support for school staff. Requests for support should be made securely by email to csmash@surreycc.gov.uk using the Request for Support Form urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).

Report concerns that a students may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Refer cases where a crime may have been committed to the Police as required.

Liaise with the “case manager” and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.

Follow DfE and KCSIE guidance on ‘Peer on Peer Abuse’ when a concern is raised that there is an allegation of a students’ abusing another students within the school.

Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.

Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.

Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.

Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.

Have a secure working knowledge of CSP procedures and understand the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.

Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.

Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.

Liaise with school staff (especially Heads of School, Heads of House, Director of Learning Support and Health Centre nurses) on matters of safety and safeguarding and consult the CSP Levels of Need document to inform decision making and liaison with relevant agencies.

Be alert to the specific needs of children in need, those with SEND and young carers.

Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

Keep detailed, accurate records (either written or on CPOMS), that include **all** concerns about a child even if there is no need to make an immediate referral; recording the rationale for decisions made and action taken as needed.

Ensure that an indication of the existence of the additional child protection file is marked on the student’s school file record.

Ensure that when a student's transfers school, their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main students file and ensuring secure transit) and that confirmation of receipt is received.

Ensure that where a student's transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.

If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.

Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.

Report to the Head any significant issues for example, use of the CSP multi- agency escalation procedures, enquiries under section 47 of the Children Act 1989 and police investigations.

Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.

Ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and annex A and ensure that the policies are used effectively.

Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.

Ensure that in collaboration with the school leadership and governors, the child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.

Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.

Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

Contribute to and provide, with the Head and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Surrey County Council, Education Safeguarding Team.

Ensure that the names of the Designated Safeguarding and Child Protection Lead and deputies, are clearly advertised, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2019.

The Deputy Designated Safeguarding Lead(s):

In addition to the role and responsibilities of all staff the Deputy DSL will:

Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.

Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.

In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All members of The Governing Body understand and fulfil their responsibilities to ensure that:

The school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.

Policies are consistent with Children's Safeguarding Partnership (CSP) and statutory requirements, are reviewed annually and that the Child Protection policy is available on the school website.

The CSP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.

The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.

At least one member of the governing body has completed safer recruitment training to be repeated every five years.

Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2019) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

All staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy.

The school has procedures for dealing with allegations of abuse against staff (including the Head), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

A nominated governor for safeguarding is identified.

A member of the senior leadership team has been appointed by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.

On appointment, the DSL and deputy(s) undertake appropriate safeguarding training and also undertake Surrey Educations: DSL 'New to Role' and 'Update' training every two years, as well as attending DSL network events, to refresh knowledge and skills.

Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, (health) and moral education (PSME) and relationships and sex education (RSE).

The school will comply with DfE and Surrey County Council Children Missing Education requirements.

The school will comply with regular data returns requested by the Local Authority, regarding all students, of statutory school age, attending alternative provision and/or on a reduced or modified timetable

Appropriate online filtering and monitoring systems are in place. This is currently done utilising

Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors.

Any weaknesses in Safeguarding are remedied immediately.

Confidentiality and Sharing Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.

Information will be shared with staff within the school who 'need to know'.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Head or DSLs will only disclose information about a child to other members of staff on a need to know basis.

All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

Child Protection Procedures

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern (using CPOMS where possible if not making notes as soon as is possible after the conversation with the child)).
2. Report it to the DSL immediately (in person or via mobile)
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record using CPOMS (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved. Any injuries
 - Explanations given by the child / adult
 - Rationale for decision making and action taken
 - Any actual words or phrases used by the child
5. The records must be signed and dated by the author or / equivalent on electronic based records
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the police if appropriate) if there is the potential for immediate significant harm

Following a report of concerns the DSL must:

1. Using the CSP Levels of Need, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a request for support must be made to the SAP and the police if it is appropriate.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA with 24 hours of concern being raised. By sending a Request for Support Form by secure email to: csmash@surreycc.gov.uk or contact the C-SPA consultation line on 0300 470 9100 to discuss the concerns. If a child is in immediate danger

and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken

4. If the DSL feels unsure about whether a referral is necessary they can phone the C- SPA to discuss concerns
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering early help.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a student is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

Records and Reports for Child Protection Conferences

Child protection records should include the date, event and action taken. Reports prepared for child protection conferences should focus on the student's:

- Educational progress and achievements
- Attendance
- Behaviour
- Participation
- Relations with other children and young people
- Appearance, where appropriate
- Interaction with other children and adults

If relevant, reports should include what is known about the student's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion

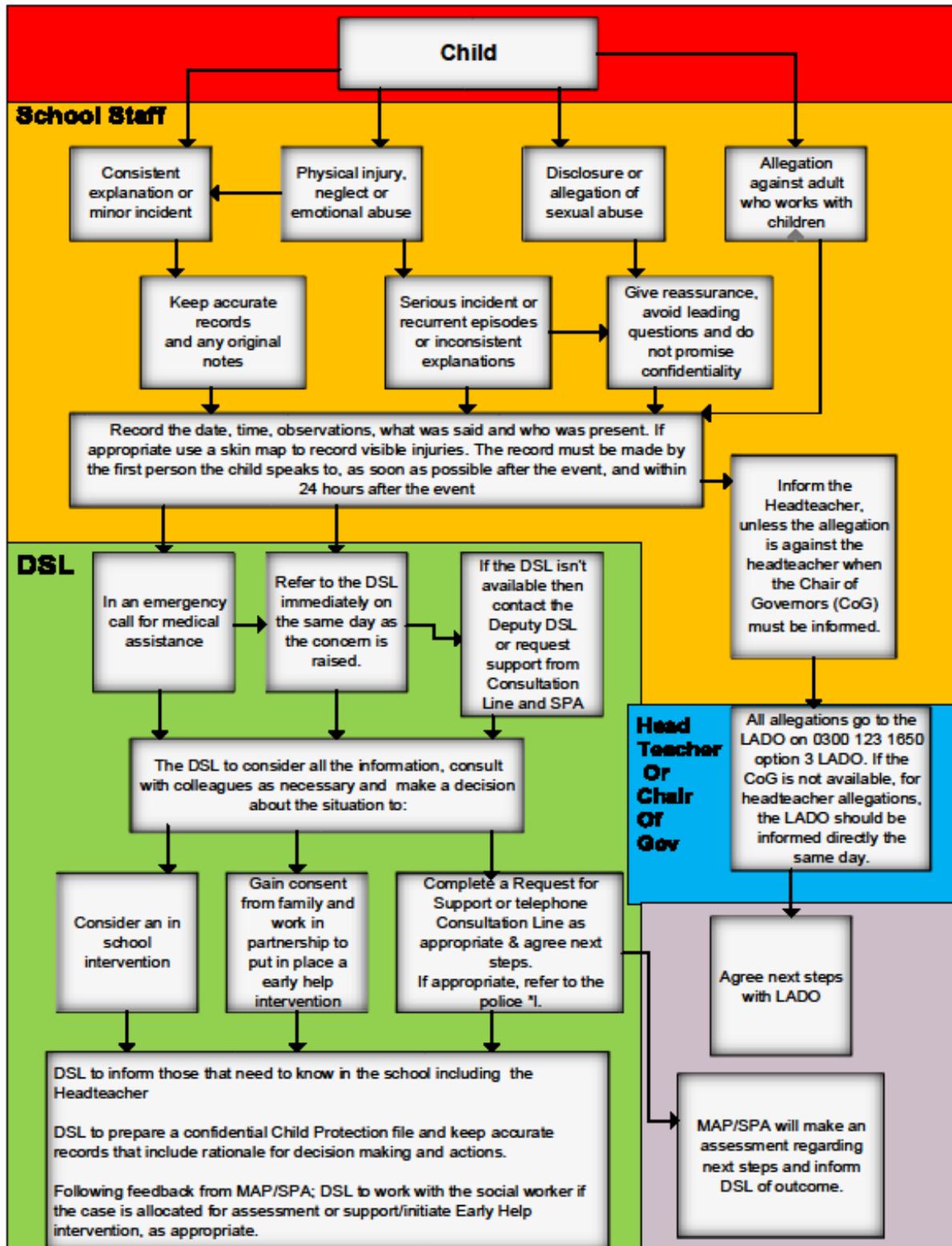
The School will:

- Make reports available to the student's parents prior to the child protection conference **unless to do so would place the student at risk of significant harm;**
- Provide written reports to the child protection conference;
- Arrange for an appropriate person from the school to attend the child protection conference if required;
- Ensure that child protection records are held securely with limited access and separate from the main school student file;
- Transfer any child protection records if the student moves schools.

Child protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of

alleged child abuse which come to court, the school may be required to provide its child protection records.

Child Protection Procedures Flowchart



** In the cases of known FGM, the teacher who was made aware will also make contact with the police*

Dealing with disclosures

All staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the students, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the students only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticize the alleged perpetrator; the students may care about him/her, and reconciliation may be possible
- Do not ask the students to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the students that it will be a senior member of staff

Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the C-SPA or Police, as appropriate directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file

- Record the date, time, place, person/s present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information they should seek it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Head or Safeguarding Governor of the school and/or may contact the C- SPA.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions. This can be obtained through our school counsellor or the 24 hours telephone counselling support line run by DAS First for Justice (on behalf of the school insurance MARSH) Telephone number 01179330687 (referencing our policy number 202604) .

Allegations against adults who work with children

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

- *behaved in a way that has harmed a child, or may have harmed a child;*
- *possibly committed a criminal offence against or related to a child; or*
- *behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children*

In dealing with allegations or concerns against an adult, staff must:

- *Report any concerns about the conduct of any member of staff or volunteer to the Head immediately.*
- *If an allegation is made against the Head, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.*
- *There may be situations when the Head or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.*
- *Once an allegation has been received by the Head or Chair of Governors they will contact the LADO on 0300123 1650 option 3 LADO Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.*
- *Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to*

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2019) and the CSP procedures.

LADO Referral Form

<https://www.surreyscp.org.uk/resources/surrey-lado-referral-form-2/>

What is child abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Children's Safeguarding Partnership Levels of Need Threshold Document.

What is abuse and neglect?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

The Neglect Risk Assessment Tool is available to provide a more detailed information regarding the assessment of neglect.

Indicators of abuse Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel

unsure or concerned, do something about it. Don't keep it to yourself. The Neglect Risk Assessment Tool provides staff with a resource to identify and act on concerns regarding neglect.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic abuse.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

- Developmental issues
- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g. knees, shins.

Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school. A body map is available on CPOMS for staff to use as appropriate.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. The CSP professional guidance provides school staff with information regarding indicators of CSE (further information about CSE is available in this policy).

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online) grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too. **Indicators of sexual abuse**

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing outdiscarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Sexual violence and sexual harassment between children in schools

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Policy

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2019)

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

We will minimise the risk of peer on peer abuse by:-

Prevention

We take whole school approach to safeguarding & child protection

We provide appropriate training to all staff

Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by a planned programme of content delivered through the PSME and wider curriculum.

We engaging with specialist support and interventions as appropriate .

Responding to reports of sexual violence and sexual harassment

Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.

If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.

Staff taking the report will inform the DSL or the Deputy DSL immediately. Staff taking a report will never promise confidentiality.

Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the C-SPA securely email: csmash@surreycc.gov.uk or telephone 0300 470 9100, as appropriate.

Upskirting

All staff have been made aware that 'upskirting' is now a criminal offence. Upskirting is described as, "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" (DfE, 2019a).

Any incident of upskirting should be reported to the DSL where further action will be taken and a risk assessment will be made as appropriate. This will be recorded on CPOMS.

Risk Assessment:-

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting students.

Support regarding risk assessments can be accessed from the Education Safeguarding Team – education.safeguarding@surreycc.gov.uk

Action: The DSL will consider:-

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.

- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options

- Manage internally
- Early Help intervention
- Request for support to the C-SPA
- Report to the police (generally in parallel with a request for support to the C-SPA)

Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Head should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other children & adults affected will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from students to students can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References:

DfE Keeping Children Safe in Education 2019

DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018

Peer on Peer Abuse

The School recognises that children are capable of abusing their peers. This is most likely to include, but may not be limited to bullying (including cyberbullying), sexual violence sexual harassment, initiation/hazing type violence and rituals, sexting and up skirting . The School's approach to sexting and Relationship and Sexual Education is through a robust education programme including tutor led PSME, specialist teachers in Yr8-10, an annual reminder of the schools expectations on appropriate use of technology and parental training sessions on appropriate use of technology.

All peer on peer abuse will be managed in accordance with this policy and a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm which warrants a response under these procedures rather than the School's Behaviour Management or Exclusions Policies.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the SCP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged victim and perpetrator. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the SCP, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the SCP or police as appropriate.

Victims and perpetrators of peer on peer abuse will be offered support by the School, as appropriate such as confidential Counselling, support from the boarding and pastoral care staff or support from the Health Centre staff.

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers, but it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ children and young people, and those who are from different communities.

It should be noted that situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

Peer on peer abuse in this school will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and the school will take swift action to intervene where it occurs.

In this school we will use lessons, tutor time , Morning Talk/ PSME time to help children understand, in an age appropriate way, what peer on peer abuse is and we will encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Staff will received regular refresher training on Peer on Peer abuse through Staff Conference Safeguarding Updates and through Staff Notices as required.

Harmful Sexual Behaviour

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour
- By categorising sexual behaviours, the school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The school recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girl

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual • behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs
-

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in • sexual activities simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

This is intended to be used as a guide only. Please refer to the guidance tool at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,

- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or
- sexually provocative images of self or others
- single occurrence of peeping,
- exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and
- control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

This is intended to be used as a guide only. Please refer to the guidance tool at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and/or differences/ perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Head and the DSL will also consider child protection procedures.

PSME education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

Online Safety

The school has an online safety policy which explains how we try to keep students safe in school and how we respond to online safety incidents.

Children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, snapchat and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.

Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co- coordinator is Becks Scullion who has received CEOP (Ambassador) training

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter- Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014). This is largely done through our PSME lessons and Morning Talks , but is intrinsic in our heritage and values.

The school governors, the Head and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a students may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the Prevent referral process and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / students is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / students may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / students may have perceptions of injustice or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs and Disability – student’s may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance The Prevent Duty can be accessed via this link.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Department for Education non-statutory Prevent duty guidance can be accessed on:
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel General Awareness course can be accessed on the link below:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

Visiting Speakers

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our students is to ensure that they can critically assess the information that they receive.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.

If visitors become 'regular', consideration will be given to the need to conduct DBS checks on them and conducted if risk assessed as necessary. If the visitor subscribes to the DBS update service, the School will check their identity, view the original DBS certificate and check online for updated information.

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

The school is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey Schools; where every school day morning our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at this school (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

Child Criminal Exploitation & Gangs

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained

gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs” (DfE, 2019a)

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A request for support to the C-SPA will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the C-SPA. If there is concern about a child's immediate safety, the Police will be contacted on 999.

Child Sexual Exploitation (CSE)

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. All staff are aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The School is aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

The DSL will consider the published Children's Safeguarding Partnership guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the DSL identifies any level of concern the DSL should contact the C- SPA and email a Request for Support Form. If a child is in immediate danger the police should be called on 999.

The school is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a child has been harmed or is at risk of harm a request for support should be made to the C-SPA or the Police as appropriate.

Immediate request for support at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Head, to respond to the incident without referral to the C-SPA or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced sexual imagery previously.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the C-SPA or the Police.

The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

Viewing images

- Staff should avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains and report to the DSL.
- If it is felt necessary to view, then only the DSL (or a Deputy) should view it and only then after a discussion with the Head first.
- Never copy, print, or share the image
- View with another member of staff present where possible
- Record the fact that the images were viewed along with reasons and who was present. Sign and date.

Deleting images (from devices and social media)

- If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images.
- It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.
- Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

Honour-based Violence (including FGM and Forced Marriage)

Honour based violence is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code.

Honour based violence can also be the term specifically used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

The Police definition of so-called honour based violence is: 'a crime or incident, which has or may been committed to protect or defend the honour of the family and/or community'.

Staff should respond in a similar way to cases of honour violence as with domestic violence and forced marriage;

- In facilitating disclosure,
- Developing individual safety plans,
- Ensuring the child's safety by according them confidentiality in relation to the rest of the family,
- Completing individual risk assessments

Child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member. See Surrey Safeguarding Childrens Board : Recognition of Significant Harm Procedure.

Significant harm is defined as a situation where a child is likely to suffer a degree of physical harm which is such that it requires a compulsory intervention by child protection agencies into the life of the child and their family.

Honour based violence cuts across all cultures and communities, and cases encountered in the UK have involved families from Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European communities. This is not an exhaustive list.

The perceived immoral behaviour which could precipitate a murder include:

- Inappropriate make-up or dress;
- The existence of a boyfriend/girlfriend;
- Kissing or intimacy in a public place;
- Rejecting a forced marriage;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships;
- Leaving a spouse or seeking divorce.

Murders in the name of 'so-called honour' are often the culmination of a series of events over a period of time and are planned. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

Incidents, in addition to those listed above, which may precede a murder include:

- Physical abuse;
- Emotional abuse, including:
 - house arrest and excessive restrictions;
 - denial of access to the telephone, internet, passport and friends;
 - threats to kill;
- Pressure to go abroad. Victims are sometimes persuaded to return to their country of origin under false pretences, when in fact the intention could be to kill them.

Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.

Families may feel shame long after the incident that brought about dishonour occurred, and therefore the risk of harm to a child can persist. This means that the young person's new boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings may be at risk of harm.

One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

The school is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.

School staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the *Multi-agency statutory guidance of FGM* (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the *Multi-agency guidelines: Handling case of forced marriage* (<https://www.gov.uk/guidance/forced-marriage>).

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 200 7008 0151.

Breast ironing

Breast ironing also known as “Breast Flattening” is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to Female Genital Mutilation (FGM), breast ironing is classified as physical abuse therefore professionals must follow their Local Safeguarding Children’s Board Procedures.

Breast ironing is a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the *Multi-agency statutory guidance of FGM* (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the *Multi-agency guidelines: Handling case of forced marriage* (<https://www.gov.uk/guidance/forced-marriage>).

Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Children looked after by the local authority or who are placed in residential schools, children’s homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

The school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify the C-SPA.

Children Looked After

The most common reason for children becoming looked after is as a result of abuse and neglect.

The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Becks Scullion the Deputy Head (and DSL) is the named person who has information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The school recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Where possible the school will hold more than one emergency contact number for each student. The school will ensure that there is a record of joiners and leavers as defined in The Education (Students Registration) (England) 2006.

When removing a child's name, the school will notify the Local Authority of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from the school register.

The school will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child's name from the school register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii) of The Education (Students Registration) (England) 2006.

The school will:

- Enter students on the admissions register on the first day on which the school has agreed, or has been notified, that the students will attend the school.
- Notify the Local Authority within five days of adding a child's name to the admission register.
- The notification must include all the details contained in the admission register for the new students.

- Monitor each child's attendance through their daily register through monitoring by Tutors (and term checks by the DSL)
- Remove a child's name from the admissions register on the date that the child leaves the school.
- The school will notify the Local Authority when they are about to remove a child's name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.
- Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the Education Inclusion Team. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify the Education Inclusion Team at the earliest opportunity.

Students Missing Out on Education

The vast majority of children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these as Students Missing Out On Education (SMOOE), because they are not accessing their education in school in the 'usual way'.

The school will gain consent (if required in statute) from parents to put in place alternative provision and/or a reduced or modified timetable

The school will ensure that and parents (and the local authority where the students has an EHCP) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed;

The school will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the students is benefitting from it;

The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child

The school will comply with regular data returns requested by the Local Authority, regarding all students, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

The school leadership will report to governors of any formal direction of a students to alternative provision to improve behaviour.

The school leadership will report to governors information regarding the use and effectiveness of the use of alternative provision and modified timetables.

School Attendance and Behaviour

Additional policies and procedures are in place regarding school attendance and behaviour.

The school recognises that absence from school and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

The school will work in partnership with Surrey Police and other partners for reporting children that go missing from the school site during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Please see Staff Handbook Section 3.20 – Policy on Use of Force and Restraint for further details

Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be 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, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistle-blowing regarding the Head should be made to the Chair of the Governing Body whose contact details are available to staff via the Bursar (Clark to the Governors).

EXTERNAL AGENCY CONTACT INFORMATION

[Surrey](#)

Surrey Childrens Single Point of Access (C-SPA) - previously Multi-Agency Safeguarding Hub (MASH)

The Surrey Childrens Single Point of Access (C-SPA) is now the single point of contact for reporting concerns about the safety of a child, young person or adult. It aims to improve the safeguarding response for children and adults at risk of abuse or neglect through better information sharing and high-quality and timely responses.

The Surrey MASH achieves this by co-locating agencies. It brings together Surrey County Council social care workers for both children and adults, early help services, health workers and police as well as a vast array of virtual partners across Surrey. By being able to share relevant information between

the co-located agencies, the MASH aims to identify need, risk and harm accurately to allow timely and the most appropriate intervention.

The Surrey MASH should be contacted if staff would like to report a concern about the safety of a child, young person or an adult. However if the child already has an allocated social worker, they should be contacted directly.

C-SPA contacts:

Telephone: 0300 470 9100 Availability: 9am to 5pm, Monday to Friday

Out of Hours 01483 517898

Internal email name: Surrey MASH/CAE/SCC Email: mash@surreycc.gov.uk

Secure email: mash@surreycc.gcsx.gov.uk or Egress

The SPA telephone number connects you to adult and child social care only.

You can contact the police using the non-emergency number, 101, or in an emergency where the safety of a child, young person or adult is at immediate risk, dial 999.

Schools and Early Years Child Protection Consultation Line

The Schools and Early Years Child Protection Consultation Line provides advice and support to Schools and Early Years Settings to ensure we are able to direct you to the most appropriate service that can meet the child and family's needs.

Telephone: 0300 470 9100 Availability: 9am to 5pm, Monday to Friday

Surrey Education Welfare Service (for support in enforcing school attendance)

Telephone: 01483 517179 (Area Education Welfare Manger) for Independent School advice

Surrey Education Safeguarding Team (training advice)

Telephone: 01483 518158

education.safeguarding@surreycc.gov.uk

Surrey Local Authority Designated Officer contact information:

Telephone: 0300 123 1650 option 3 LADO

Email: LADO@surreycc.gov.uk

Surrey (south West) Local Area Designated Officer (LADO)

Duty LADO: Telephone 0300 133 1650 (option3)

Hampshire

Hampshire Multi Agency Safeguarding Hub

Telephone: 0300 555 1384 Availability 8.30am to 5pm Monday to Thursday, 8.30am to 4.30pm on Friday

Out of Hours: 0300 555 1373 at all other times

East Hampshire Local Area Designated Officers (LADO)

Professionals advice line: Telephone 03005551381

Duty LADO: Telephone 01962 876364

Other useful contacts

Other agencies

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA

Telephone: 01325 953795

National College for Teaching and Leadership

Telephone: 0345 609 0009

Extremism:

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and

counter-extremism@education.gsi.gov.uk

Boarding Schools Safeguarding Information:

BSA Head of Safeguarding and Standards Dale Wilkins

dale@boarding.org.uk or 07905 127650

Further advice on safeguarding and child protection is available from:

Surrey County Council Education Safeguarding Team <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/safeguarding>

NSPCC: <http://www.nspcc.org.uk>

ChildLine: <http://www.childline.org.uk/pages/home.aspx>

CEOP Thinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Safer Internet Centre <http://www.saferinternet.org.uk>

Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>

Specific guidance on teachers and child protection, and teachers facing allegations of abuse is available in DfEE Circular 10/95: 'The Protection of Children From Abuse: The Role of the Education Service'.

The National Employers Organisation for School Teachers (NEOST) have published joint advice with the teacher unions on Practices and Procedures for Dealing With Allegations Against Staff in Schools.

The local authority provides designated officers, LADOs, who can be contacted for consultation about an allegation against an adult who works with children whether in a paid or voluntary capacity, by telephoning Surrey Safeguarding Children Unit on 01372 833310.

The Surrey Community Safety Unit for the Prevent strategy.

Contact: Gordon.falconer@surreycc.gov.uk

Surrey County Council website and Surrey Safeguarding Children Board has more information on the link below:

<http://new.surreycc.gov.uk/social-care-and-health/childrens-social-care/information-for-child-social-care-professionals/surrey-safeguarding-children-board/procedures-and-resources-for-professionals-safeguarding-children-board/guidance-and-protocols-for-professionals-from-surrey-safeguarding-children-board/managing-allegations-against-adults-working-with-childre>

And for Prevent there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following agencies and contacts:

The Surrey Community Safety Unit for the Prevent strategy.

Contact: Gordon.falconer@surreycc.gov.uk

- Anti Terrorist Hotline: **0800 789 321**
- Crime stoppers: **0800 555 111**
- Police force: **101**
- www.gov.uk/report-suspicious-activity-to-mi5
- www.gov.uk/report-terrorism
- DfE (Due diligence and counter extremism group) helpline - 020 7340 7264 - counter.extremism@education.gsi.gov.uk

Appendices

Appendix 1 : Early years personal care policy and procedures

Frensham Heights Early Years is committed to safeguarding and promoting the welfare of children and young people and expects all Early Years staff and volunteers to share this commitment.

Lead member of staff: Teacher in Charge of Early Years – Honesty Walker

Date adopted: Spring 2019

Next Review: Spring 2020

Status: Statutory

Review Period: Annually

Ratified by: SMT and Governors

Policy Statement

All EYFS children at Frensham Heights School have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of school life.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2012, The Statutory Framework for the Early Years Foundation Stage (April 2017) and the Disability Discrimination Act 2005.

Frensham Heights School will ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.
- No child with a named condition that affects personal development will be discriminated against.
- No child will be sent home or have to wait for their parents/carer due to incontinence unless it is in the best interest of the child.
- Adjustments will be made for any child who has delayed incontinence.

We work with parents and we see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults. It is important that there is a positive dialogue between home and school about strategies in use with the child so that these can be reinforced as appropriate.

Principles

It is the right of the child to be treated with sensitivity and respect and in such a way that their experience of personal care is a positive one. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of their body. There should be recognition that toileting support can involve risks for both the child and any adults in attendance.

Intimate Care Tasks_- cover any task that involves:

- Dressing and undressing
- Washing - including intimate parts
- Helping someone use the toilet

Procedures

Nursery:

In Nursery we recognise that children will join us having reached differing levels of independence and development in toileting and self-care:

- Children are changed whenever the need arises. Young children are not left in soiled or wet pants.
- EYFS practitioners undertake to change the children and a secondary EYFS practitioner will observe the change and complete a personal care form. (Personal Care Form: Appendix A)
- Gloves are put on before changing commences and the areas are cleaned after each use as necessary.
- Soiled clothing is bagged for parents to take home and placed in each child's personal bags.
- Children can access the Nursery toilet whenever they have the need to and are encouraged to be as independent as possible.
- Children are reminded at regular times to go to the toilet.
- New children have a general 'induction' to the toilet to make them feel safe and comfortable.
- New children receive a certificate on completion of a "Hand Washing" induction.
- Children are encouraged to wash their hands after using the toilet and use soap and a hand dryer. Paper towels are available if needed.
- Nursery children only use the nursery toilet in the nursery classroom.

Reception

In Reception class we have an expectation that children will:

- Know when they need to go to the Nursery toilet.
- Know how to use the Nursery toilet independently.
- Be reasonably effective at cleaning themselves after using the Nursery toilet.
- Children can access the Nursery toilet whenever they have the need to and are encouraged to be independent.
- Children are reminded at regular times to go to the toilet- e.g. before and after lunch or snack times, before leaving the building for Assembly, Forest Class or PE.
- Children are encouraged to wash their hands after each visit to the toilet and use soap and a hand dryer. Paper towels are available if needed.
- Children are not left in soiled or wet pants or clothes.
- EYFS practitioners undertake to change the children and a secondary EYFS practitioner will observe the change and complete a personal care form. (Personal Care Form: Appendix A)
- All staff are familiar with the hygiene procedures and carry them out when changing children.
- New children have 'an induction' visit to the Nursery toilet to familiarise themselves with the environment, location of soap and paper towels etc.
- New children receive a certificate on completion of a "Hand Washing" induction.
- Reception children only use the nursery toilet in the nursery classroom during class time and at lunch break independently with access via the EYFS Outdoor Classroom.
- Reception children only use the 1-3 toilets before lunch, supervised by an EYFS practitioner. No other children 1-3 use the toilets at this time. (11.45-11.55am)

However, we recognise that children develop at different rates:

- Some children will be engaged in fully developing this aspect of their self-care when they start school.

- Some children will not have had the practice that they need to use the facilities available: this could include culturally different expectations of self-care.
- Some children may start wetting or soiling themselves after they start school during the settling-in period. In these circumstances, the EYFS practitioners communicate sensitively with parents to determine if this is a temporary set-back (anxiety, arrival of new sibling, illness).

Partnership with Parents/Carers

EYFS practitioners work in partnership with parents/carers to provide care appropriate to the needs of the individual child.

Parents/Carers of children in Nursery are asked to supply the following:-

- Spare Clothes
- Spare underwear

Best Practice

When intimate care is given, the member of staff explains fully each task that is to be carried out, and the reason. Staff will gently encourage the child to do as much for themselves as possible and lots of praise and encouragement will be provided when the child achieves self-care. All Early Years staff have an enhanced DBS check and have read (and fully understood) KCSIE (Keeping Children Safe in Education) part 1.

Dealing with body fluids

All staff maintain high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

Sensitivity and Respect

- Each child will be spoken to by name and given explanations of what is happening.
- Privacy appropriate to the child's age and situation will be provided.
- The child will be encouraged to care for themselves as far as possible.
- Items of good quality, appropriately sized spare clothing will be readily available or provided by parents if the child has a medical condition which results in toileting accidents.
- Adults should be aware and responsive to the child's reactions.
- The dignity of the child must be respected and as far as can be, kept confidential between the child, school and parent.

Safeguarding Children and Adults

Anyone caring for children has a common law duty of care to act like any prudent parent. Staff ensure that children are healthy and safe at all times.

- Adults dealing with the toileting needs of children are employees of the school and have undergone enhanced DBS disclosure.
- All staff are aware of the school's protocol and procedures following an induction and are kept informed of updates via the schools designated safeguarding lead.
- All staff have received appropriate safeguarding training and will receive support where necessary. Sensitivity and Respect
- All toileting incidents must be recorded straight away using the personal care form. (Appendix A) The parents are informed on collection and staff should have the opportunity to

raise any concerns or issues. Parents are requested to sign the personal care form on collection and EYFS practitioners file the personal care form as a record.

- Two members of staff must be present when a child requires showering in the event of a heavy soiling incident. In most cases, the child will be seen by the school nurse in the health centre.

Health and Safety

In the case of a child accidentally wetting, soiling or being sick whilst on the premises:

- Staff should wear disposable gloves and aprons to deal with the incident.
- We provide hygienic, sensitive skin wipes and encourage the child to use them and to wash the private parts of their body as much as possible. If a child is unwell or unhappy about the accident then the member of staff will not ask the child to assist with cleaning themselves.
- Soiled clothing is double bagged and tied.
- Warm water and soap is available to wash hands as soon as the task is completed.
- Parents are informed at pick up or via phone or email if the incident requires 48 hours at home.

Roles and Responsibilities

Parents and carers:

- Parents and carers are made aware of policies and procedures related to intimate care and all specific instances related to their child.
- Parents are asked to disclose any toileting or medical matters to the school upon registration so that the staff are fully aware of the child's needs before their first day of school.

EYFS Practitioners:

- EYFS Practitioners are all responsible for replenishing stock of wipes, gloves, aprons and dirty clothes sacks as and when needed.
- EYFS Practitioners are all responsible for ensuring procedures relating to health and safety, manual handling should be followed at all times.

Frensham Heights EYFS Personal Care Form

Your child, _____, had a wet/soil accident at _____ and was changed by _____ and witnessed by _____.
Signed _____ / _____
Date _____

Appendix 2: Additional Information

Changing Facilities for Sports and PE

Students need to change into appropriate clothing in order to actively participate in Sports and PE lessons. However, changing can cause much anxiety. If it is not possible to use the schools purpose-built changing rooms for any reason, there are a variety of options should be considered:

- Whole class changing together without any special arrangements - not recommended for older students unless there is absolutely no alternative;
- Girls and boys change within discrete areas of the classroom - utilise the shape and/or layout of the room, furniture or screens to provide some discrete areas to achieve some separation of boys and girls;
- Special arrangements are made for an individual or small group who request this option - this could include changing early during break time or using an alternative room e.g. cloakroom with appropriate supervision;
- Girls and boys change in different rooms, particularly those in Y5/6, but with due regard for students who mature earlier than their peers or come from different religious and cultural backgrounds. Each group requires adequate supervision.

School Environment

With its large and dispersed campus, the risk of the physical environment of the school must be considered and everything possible done to minimize the risk to children. For example:

- We have a security system that request visitors to sign in at reception – all staff should ensure any visitors for whom they are responsible are signed in and badged. All staff and volunteers should politely challenge any stranger on the school premises not wearing a visitors’ badge.
- The school has an “open door” policy – please do not lock doors whilst you are in the room.
- The school has open plan classrooms with viewing panels in doors – staff should not block panels with posters or create screened areas within the classrooms.

Appendix 3 Additional information and contacts