Child Protection and Safeguarding Policy

Updated: Summer 2019

(Updated in line with KCSIE guidance 2018 and CSE update Feb 2017 and model Surrey Policy)

Safeguarding Governor: Mr McGraw
Designated Safeguarding Lead: Mrs Sullivan, Mrs Merritt, Mrs Butler
Status & Review Cycle: Statutory Annual
Next Review Date: Autumn 2019
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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.

**Early Help** means the providing support as soon as additional needs and support 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)** includes everyone under the age of 18. On the whole, this will apply to pupils 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.

**MASH** refers to the Surrey Multi Agency Safeguarding Hub.
**Key Personnel**

Designated Safeguarding Lead (DSL) is: Della Sullivan  
Contact details: dalla.sullivan@maybury.surrey.sch.uk and/or dsl@maybury.surrey.sch.uk

Deputy DSL(s) is: Amanda Merritt  
Contact details: head@maybury.surrey.sch.uk

Deputy DSL(s) is/are: Becky Butler  
Contact details: deputy@maybury.surrey.sch.uk

The nominated safeguarding governor is: Mr Ian McGraw  
Contact details: ianmcmgrew@imsafeguarding.org

The Headteacher is: Amanda Merritt  
Contact details: head@maybury.surrey.sch.uk

The Chair of Governors is: Mrs Christine Cornish  
Contact details: chair@maybury.surrey.sch.uk

The Local Authority Designated Officer (LADO) is: Surrey LADO  
Contact details: 0300 123 1650 option 3

**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’ 2015, 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’ 2018 (KCSIE), and Surrey Safeguarding Children Board (SSCB) Procedures.

The Governing body takes seriously its responsibility under section 175 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**

- Surrey Safeguarding Children Board protocols, guidance and procedures
- Keeping Children Safe in Education 2018 (KCSIE)
‘What to do if you are worried a child is being abused’ 2015

Teacher Standards 2011

Information Sharing Advice for Practitioners’ guidance 2015

SCC Children Missing Education

SCC Touch and the use of physical intervention when working with children and young people

**Policy Principles & Values**

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.

**Policy Aims**

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

To raise the awareness of all teaching and non-teaching 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 February 2015.
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:

- 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 and anti-bullying, road safety, pedestrian and cycle training. As well as focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- 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 medical 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/playtimes

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 PSHE, 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. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

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 risks.
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 and disqualification by association regulations. A change in the law means that Disqualification by Association will only apply on domestic premises, not schools in 2018. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. We no longer ask about the cautions or convictions of someone living or working in their household, only about staff themselves. All staff have a responsibility to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. A DBS check is carried out for all new employees, staff have a responsibility to inform the Headteacher if their circumstances change whilst employed at the school. This statement is in the Staff behaviour policy, which all staff have signed and agreed to adhere to.

All staff receive information about the school’s safeguarding arrangements, the school’s safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and Keeping Children Safe in Education (2018) part 1 and annex A.

All staff receive safeguarding and child protection training at induction in line with advice from Surrey Safeguarding Children’s Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.

All members of staff are trained in and receive regular updates in online safety and reporting concerns.

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.

Community users organising activities for children are aware of the school’s Child Protection Policy, guidelines and procedures.

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(s), 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 a copy of Part 1 and Annex A of Keeping Children Safe in Education 2018 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:

All 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 pupil 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).

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 must be informed.

Be prepared to refer directly to the MASH, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

Follow the allegations procedures (page 23) if the disclosure is an allegation against a member of staff.

Follow the procedures set out by the Surrey Safeguarding Children’s Board 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 schools 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 pupils 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 schools 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 Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

**The Headteacher**

In addition to the role and responsibilities of all staff the Headteacher 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.

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

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

With the designated safeguarding lead ensure adequate and appropriate 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.

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

Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Surrey Safeguarding Children Board (SSCB) and Surrey County Council (SCC).
Ensure 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:

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

Will have an “it could happen here” approach to safeguarding.

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

Will manage and submit a referral for a child if there are concerns about suspected harm or abuse, to the Surrey Multi-Agency Safeguarding Hub (MASH), and act as a point of contact and support for school staff. Referrals should be made safe and securely by email to csmash@surreycc.gov.uk using the Multi Agency Referral Form (MARF) urgent referrals should be made by telephone 0300 470 9100.

Will refer cases to the Channel programme where there is a radicalisation concern via the MASH and act as a point of contact and support for staff to discuss concerns.

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

Will 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.

Will follow DfE and KCSIE guidance ‘Peer on Peer Abuse’ when a concern is raised that there is an allegation of a pupil abusing another pupil within the school (see pages 34-37).

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.

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

Will 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.

Will have a secure working knowledge of SSCB procedures and understands the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
Will 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.

Will 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.

Will liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCO) on matters of safety and safeguarding and consult the SSCB Levels of Need document to inform decision making and liaison with relevant agencies.

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

Will 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.

Will keep detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken.

Will ensure that an indication of the existence of the additional child protection file is marked on the pupil school file record.

Will ensure that when a pupil transfer’s school, their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.

Will ensure that where a pupil 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.

Will ensure 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 must then be securely destroyed.

Will 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 will be shared with the parents prior to the meeting.

Will report to the Headteacher any significant issues for example, use of the SSCB multi-agency escalation procedures, enquiries under section 47 of the Children Act 1989 and police investigations.

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

Will 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 2018 (KCSIE) Part 1 and annex A and ensure that the policies are used effectively.

Will 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 three safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

Will contribute to and provide, with the Headteacher and Chair of Governors, the “Audit of Statutory Duties and Associated Responsibilities” to be submitted annually to the Surrey County Council, Education Safeguarding Team.

Will ensure that 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 abuse.

Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2018.

**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. Ensure policies are consistent with Surrey Safeguarding Children’s Board (SSCB) and statutory requirements, are reviewed annually and that the Child Protection policy is available on the school website.

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

That 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.

That 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 (2018) 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.

That all staff including temporary staff and volunteers are provided with the school’s child protection policy and staff behaviour policy.

That the school has procedures for dealing with allegations of abuse against staff (including the Headteacher), 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.

That a nominated governor for safeguarding is identified.

That 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.

That on appointment, the DSL and deputy(s) undertake interagency training (SSCB Modules 1&2) and also undertake DSL ‘New to Role’ and ‘Update’ training every two years.

That children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationship and sex education (RSE).

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

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

That appropriate online filtering and monitoring systems are in place.

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

That 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 2015) 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
Headteacher 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 share our intention to refer a child to Social Care with their parents /carers 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.
2. Report it to the DSL immediately using CPOMS and in person if required.
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 (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 dated and completed on an individuals CPOMS log in.
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to MASH (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 SSCB Levels of Need, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the MASH 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 MASH. 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.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the MASH. By sending a Multi-Agency Referral Form (MARF) by email to: csmash@surreycc.gov.uk or contact the MASH on 0300 470 9100. 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 MASH of the occurrence and what action has been taken.

3. If the DSL feels unsure about whether a referral is necessary they can phone the MASH to discuss concerns.

4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help.

5. Where there are doubts or reservations about involving the child’s family, the DSL should clarify with the MASH 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.

6. When a pupil 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 MASH. The DSL should seek advice about what action the MASH will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

7. 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.
Child Protection Procedures Flowchart

**School Staff**
- Consistent explanation or minor incident
- Physical injury, neglect or emotional abuse
- Disclosure or allegation of sexual abuse
- Allegation against adult who works with children

**Child**
- Keep accurate records and any original notes
- Serious incident or recurrent episodes or inconsistent explanations
- Give reassurance, avoid leading questions and do not promise confidentiality

**Record the date, time, observations, what was said and who was present. If appropriate use a skin map to record visible injuries. The record must be made by the first person the child speaks to, as soon as possible after the event, and within 24 hours after the event.**

**DSL**
- In an emergency call for medical assistance
- Refer to the DSL immediately on the same day as the concern is raised.
- If the DSL isn’t available then contact the Deputy DSL or refer directly to MASH

**The DSL to consider all the information, consult with colleagues as necessary and make a decision about the situation to:**
- Monitor the situation
- Gain consent from family and work in partnership to put in place a early help intervention
- Complete MARF and submit to MASH or telephone referral as appropriate & await next steps. If appropriate, refer to the police *as well.*

**Head Teacher or Chair of Gov**
- All allegations go to the LADO on 0300 123 1650 option 3 LADO. If the CoG is not available, for headteacher allegations, the LADO should be informed directly the same day.

**Agree next steps with LADO**
- MASH will make an assessment regarding next steps and inform DSL of outcome.

**DSL to inform those that need to know in the school including the Headteacher**
- DSL to prepare a confidential Child Protection file and keep accurate records that include rationale for decision making and actions.
- Following feedback from MASH; DSL to work with the social worker if the case is allocated for assessment or support/initiate Early Help intervention, as appropriate.

*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 must 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 MASH or Police directly and must 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.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:
- Listen and reassure
- be accessible and receptive
- listen carefully and uncritically at the child’s pace
- take what is said seriously
- tell the child that you must pass this information on
- explain what will happen next
- make a careful record of what was said in the child’s words
- sign, date and record the time on records

You should NEVER:
- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping ‘secrets’
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- delay or fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a ‘statement’.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.
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 pupil, 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 pupil 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 pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil 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 pupil 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 MASH 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, persons 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. Ensure the incident is recorded on CPOMS.

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

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.
Allegations against adults who work with children

Procedure

This procedure must 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 Headteacher immediately.
- If an allegation is made against the Headteacher, 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 Headteacher 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 Headteacher 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’ (2018) and the SSCB procedures.
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 Surrey Safeguarding Children’s Board Levels of Need Threshold Document.

What is abuse and neglect?

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 in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

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 SSCB Neglect Strategy and the Neglect Risk Assessment Tool is available to provide a more detailed information regarding 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 must 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 behavior 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 issues
- 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.

**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 SSCB Screening Tool and guidance provides school staff with information regarding indicators of CSE (further information about CSE is available on pages 45-46).

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 out discarded 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

Peer on Peer Abuse

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Maybury Primary School recognise that children are capable of abusing their peers. It will not be passed off as ‘banter’ or ‘part of growing up’. The forms of peer on peer abuse are outlined below.

- **Domestic abuse** – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- **Child Sexual Exploitation** – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- **Harmful Sexual Behaviour** – Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others.
- **Serious Youth Violence** – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

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 (2018).

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:-

- Taking a whole school approach to safeguarding & child protection through a safeguarding curriculum
- All staff being trained and highly vigilant and aware of specific characteristics which may indicate peer on peer abuse e.g. vulnerability and controlling behaviour
- Providing a values based curriculum, underpinned by the school’s behaviour policy and pastoral support; and by a planned programme of evidence based content delivered through the curriculum.
- Working in partnership with parents and carers
• Engaging with specialist support and interventions.

**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 referral (MARF) will be made to the MASH email: csmash@surreycc.gov.uk or telephone 0300 470 9100, as appropriate.

**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.

• The potential impact on 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.

**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.
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 Surrey Children’s Services.

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 pupils).

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 Headteacher 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 affected children & adults 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 pupils to pupils 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 2018
DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018

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, 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 girls

**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

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

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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
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. The Surrey Anti Bullying Strategy and guidance provides further resources for school staff.

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 Headteacher and the DSL will also consider child protection procedures.

PHSE 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 pupils 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 voodoo 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.

Pupils 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.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is Mrs Frew.

We have appropriate filters in place to ensure that children have access to ‘safe’ information and that ‘over blocking’ does not restrict access to their learning. There is information on our website which signposts children and parents to Online Safety support and advice. We have a named Online Safety Leader and a system to log any Online Safety incidents.

We ensure that monitoring systems are in place using a program called Future Digital, which is checked weekly by the Headteacher and any actions taken.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:
• cause harm,
• disrupt teaching,
• break school rules,
• commit an offence,
• cause personal injury, or
• damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy. The school follows DFE 'Searching, screening and confiscation at school' guidance.

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 (see Anti-Radicalisation & Extremism Policy, See Visitors policy and agreement)

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 ‘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 pupils 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).

The school governors, the Headteacher 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, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school’s profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow the safeguarding procedures and refer cases to the MASH. If the matter is urgent then Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 and ask to speak to the Surrey Police Prevent Coordinator.

The Department of 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 Government in the Prevent Strategy 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.

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.

Pupils 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 / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student / pupil 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 / pupil’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 / pupil 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** – students / pupils 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; and
- 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.

Extremist activity can also be reported via the [Anti-Terrorist Hotline on 0800 789 321](#). The line is confidential, anonymous and intended for the reporting of non-life threatening activity.

**To report potentially immediate threats, such as a suspicious vehicle or package, always call 999.**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264). Referral must also be sent to Surrey. [The referral form has been created to share](#)
the form with both the police and the MASH, to allow the safeguarding concerns to be assessed alongside any police risk. Referral forms must be sent to:

preventreferrals@surrey.pnn.police.uk

This is saved in the CP folder on the admin drive.

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 County Council, 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.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns, call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

- East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350
- Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822
- North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690
- South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392

Child 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 complete the Surrey Safeguarding Children’s Board CSE Screening Tool alongside staff who know the child well on all occasions 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 tool identifies any level of concern (green, amber or red) the DSL should contact the MASH and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

The school is aware that a child often 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 PHSE and SRE curriculum. Pupils 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.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

See appendix 7 – CSE flowchart and Surrey CSE toolkit

**Child Criminal Exploitation & Gangs**

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.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. 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 referral to the MASH 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 MASH. If there is concern about a child’s immediate safety, the Police will be contacted on 999.

**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 if 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 UKCCIS guidance ‘Sexting in schools and colleges: responding to incidents and safeguarding young people’

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 young person has been harmed or is at risk of harm a referral should be made to the MASH or the Police as appropriate.

Immediate referral 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 pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to the MASH 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 imagery before.
If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the MASH or the Police.

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

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 is 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 pupils 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 practicing 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.

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that: FGM brings status/respect to the girl – social acceptance for marriage

- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

This procedure is also known as cutting, sunna, gudnin (Somali) and Tahur (Sudanese)

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child’s family being from one of the ‘at risk’ communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child’s sibling has undergone FGM
- Child talks about going abroad to be ‘cut’ or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
• Repeated urinal tract infection
• Disclosure

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 MASH and/or the Forced Marriage Unit 200 7008 0151.

Honour-based Violence

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:
• become involved with a boyfriend or girlfriend from a different culture or religion;
• want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;
• want to get out of an arranged marriage;
• want to get out of a forced marriage
• wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.
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 are 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.

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 place 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 recognise 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 pupil may be in a private fostering arrangement they will raise this will the DSL and the DSL will notify the MASH.

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. Appropriate staff have 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.

The designated teacher and governor for children looked after will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

The designated teacher for children looked after and the DSL have details of the child’s social worker and the name and contact details of the Surrey County Council’s Head of Virtual School.

The designated teacher for children looked after and children previously looked after will work in partnership with the Virtual School Assistant Headteacher to discuss how Pupil Premium Plus funding can be best used to support the progress of children looked after in the school and meet the needs of the child’s within their personal education plan.

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 pupil.

The school will ensure that there is a record of joiners and leavers as defined in The Education (Pupil 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), subparagraphs (f) (iii) and (h) (iii) of The Education (Pupil Registration) (England) 2006.

The school will:

- Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil 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 pupil.
- Monitor each child’s attendance through their daily register and follow the SCC procedure in cases of unauthorised absence.
- 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 Elective Home Education Team / Education Welfare. 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 Education Welfare at the earliest opportunity.

Pupils Missing Out of 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 Pupils Missing Out On Education (PMOOE), 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 pupil has a statement of special educational needs) 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 pupil 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 pupils, 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 pupil to alternative provision to improve behaviour.

The school leadership will report to governor’s 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 or 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.

Staff who are likely to need to use physical intervention will be appropriately trained in “Positive Options” techniques.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that touch is appropriate in the context or working with children, and all staff have been given ‘Safe Practice’ guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

Surrey County Council guidance Touch and the use of restrictive Physical Intervention When Working with Children and Young People provides further detailed information.

**Support for Families**

Our Home School Link Worker, Mrs Maniza Hussain is experienced in working with our families to promote engagement and support for children’s learning. Please inform your child’s teacher or the school office if you would to make an appointment to speak to Mrs Hussain.

Our school has a daily breakfast club from 8.15-8.45 am which is run by Mrs Hussain our Home School Link Worker. This enables us to support our working parents and ensures that children have access to a nutritious
breakfast before the start of the school day. Please speak to Mrs Hussain if you would like to know more about this facility. In addition, the school offers a range of after school clubs run by school staff at no charge to parent. Our school tries to be as accessible as possible for families. We would urge, in the first instance, to approach the class teacher with any concerns.

The Head Teacher and Deputy Head are available for appointments through the office or are happy to follow up any concerns through telephone calls.

Collection of Children

Our school operates a policy for the safe collection of children from school. We will not allow children to leave the premises with an adult we do not know. If a parent wishes for their child to be collected by a family member or friend we ask that they inform the school office at the earliest opportunity. Parents should also ensure that if possible their child knows who will be collecting them. Children in the Foundation Stage and Key Stage 1 should be collected by a responsible adult. We strongly advise that older siblings under the age of 18 should not be sent to collect younger children. Parents are responsible for the safety of their children once they have left the school premises.

Health (including Mental Health)

Any child with a significant health condition requiring regular medication or treatment will require a personal health care plan which will be completed with the parent and school nurse. It is vital that parents inform us if their child has a health condition of this nature to enable us to ensure that their child’s health needs are managed appropriately whilst they are at school. Information from this plan will be shared with key staff members to ensure that they are alert to the child’s individual needs.

Current research suggests that one in ten children aged between 5 and 16 years has a mental health problem, and many continue to have mental health problems into adulthood.

Early interventions, particularly with vulnerable children and young people, can improve lifetime health and wellbeing and prevent mental illness.

Maybury Primary School recognises that all children need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Mental Health is how we feel, how we think and how we behave. Mental Health Promotion for children and young people is everybody’s business. It is about:

- Being able to form and maintain relationships with others
- Being adaptable to change and other people’s expectations
- Being able to have fun
- Being open to learning
- Being able to develop a sense of right and wrong
- Being able to develop the resilience to manage ordinary setbacks

At Maybury Primary School we promote a mentally healthy environment where parents and carers:

- Are recognised for their significant contribution to children and young people’s mental health
- Are welcomed, included and work in partnership with agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
• Are clear about their role in working in partnership with the school
• Opinions are sought and valued and responded to.

Our school provides opportunities which promote positive mental health through:

• Regular circle times
• The use of values education and restorative justice materials in PSHE studies.
• Bubble time
• Play
• Differentiated learning activities
• Challenging stereotypes
• Targeted additional intervention
• Team building
• Rewards and celebrations
• Close links with outside agencies such as CAMHS, Children’s Services and School Health
• Referrals to child counselling services through Surrey Family Mediation Service
• A broad and balanced curriculum
• Home/School links

**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 Headteacher should be made to the Chair of the Governing Body whose contact details are available to staff.

**Links with other school policies:**

• Administration of medicines.
• Allegations against staff.
• Anti-bullying.
• Behaviour Policy
• Child Exploitation
• Curriculum Policy
• Online-Safety, including staff use of mobile phones
• Health & Safety
• Intimate Care
• Parental Concerns/Complaints.
- Physical Intervention
- PSHE
- Prevent - Radicalisation and Extremism
- Recruitment and Selection
- Risk Assessment
- School Attendance
- Sex and Relationships Education
- Staff Behaviour Policy / Code of Conduct
- Substance Misuse Policy
- Teaching and Learning
- Whistleblowing

Further advice on safeguarding and child protection is available from:


CEOPThinkuknow: [https://www.thinkuknow.co.uk/](https://www.thinkuknow.co.uk/)

Anti-Bullying Alliance: [http://anti-bullyingalliance.org.uk/](http://anti-bullyingalliance.org.uk/)

Beat Bullying: [http://www.beatbullying.org/](http://www.beatbullying.org/)


Thinkuknow (includes resources for professionals and parents) [https://www.thinkuknow.co.uk/](https://www.thinkuknow.co.uk/)

Safer Internet Centre [http://www.saferinternet.org.uk/](http://www.saferinternet.org.uk/)

Contextual Safeguarding Network [https://www.contextualsafeguarding.org.uk/](https://www.contextualsafeguarding.org.uk/)
Safeguarding Guidelines

Aims

We aim to:-

1. Provide a safe environment for children and young people to learn in education settings; and
2. Identify children and young people who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe whether at home and at school.

Achieving this aim means we are committed to safer recruitment in order to:

1. Prevent unsuitable people working with children and young people; (see safer recruitment and selection of staff policy)
2. Promote safe practice and challenge poor and unsafe practice;
3. Identify instances in which there are grounds for concern about a child’s welfare, and initiate/take appropriate action to keep them safe;
4. Contribute to effective partnership working between all those involved with providing services for children.

Other procedures in school include:

- All adults in School who are working or helping in School on a frequent basis (more than once a month) have enhanced DBS checks and are issued with a white Visitor’s badge.

   Any parents/adults who are visiting the School on an infrequent basis i.e. for creative weeks or special events are not required to have an enhanced DBS check but will be issued with a Red Visitors badge to alert staff that these visitors must be supervised at all times and never left alone with the children. The Finance Officer maintains a single central record of recruitment and vetting checks covering all staff and others identified by the school as having regular contact with the children.

- Service Level Agreements are in place between the School and various providers which state that the companies are responsible for safer recruiting their staff and carrying out enhanced DBS checks (e.g. speech and language therapist, consultants, after-school club providers.)

- We have a door entry system with CCTV cameras

- All visitors sign in using the school’s automated system and wear a photographed label and red visitors badge to identify themselves to the children and staff (as above)

We aim to address Surrey Guidelines for Safeguarding children and the school’s Personal and Social Education Policy. A child has the right to:-

- Life
- Choose
- Be fed and watered
- Love
- Cleanliness
- Life without fear
- And PROTECTION

Deprivation of these rights is ABUSE

Definition: Someone may abuse a child by inflicting harm or by failing to prevent harm

Abuse may take the form of:

- Physical
- Emotional
- Sexual
- Failure to thrive / neglect

Each child has available to them a Bubble Time Peg or Bubble Card with their name on it which they may use to identify an adult who they feel they can share any worries or concerns with.
Identification of a variety of needs

Cases of this sort must be approached very sensitively. Staff must not attempt to deal with such problems alone, but should consult with the class teacher, DSL (the Inclusion Leader), Deputy CPLO (the Head Teacher) if suspicion is aroused. The class teacher is often in an ideal situation to notice when a child is at risk. The following list gives a guideline of things to watch out for and be alerted to.

In the case of Physical Abuse
This may involve hitting, shaking, 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy. Recognised by unusual marks or bruises on the body (see body outline sheets) and regular occurrence of such marks and injuries; explanations from parents that do not tally; over keenness on the part of parents/guardians to explain injuries on children.

Bruising
Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.
A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

**Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

**Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

**In the case of sexual abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Change in the pattern of work and behaviour
- Wetting and soiling.
- Unusual patterns of language and play.
- Unusual pictures or unusual references to home in written work or conversation.
- Incidental information given to teacher in general conversation.

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

**In the case of Emotional abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.
The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

**Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

- If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative input may be enough to address the behaviour.
- Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

**In the case of Neglect**

This is the persistent failure to meet a child’s basic physical and /or psychological needs, likely to result in the serious impairment of child’s health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Action to be carried out by Staff**

**Staff should:**

If a child tells a member of staff they are being abused they should

- Listen carefully and take it seriously
- Stay calm
- Reassure the child/young person
• Explain what you will do next
• Report to the designated person (DSL or Deputy DSL)
• Record the discussion using the child’s words and keep a record

Staff should not:
• Appear shocked or angry
• Try to obtain more information than is necessary
• Make comments or judgments
• Contaminate the evidence
• Promise to keep secrets - they must be shared
• Give sweeping reassurances
• Confront the alleged abuser
• Remember that you are not the investigator

Should a member of staff suspect that a child is being abused they should:
• Take an accurate report to the designated person and/or your line manager
• keep the child safe (if abuse current)
• Draw body map indicating any signs or record in writing any behaviour/issue that causes concern

Staff should not:
• Ask the child if they are being abused
• Undress the child to undertake a physical examination
• Involve more people than is necessary
• Confront the person you believe may be the abuser

Information gathering about children at risk
Keeping records of information about children suspected of being ‘at risk’ is important. It is of paramount importance that these records are kept diligently and with attention to detail, as in future events, this ‘evidence’ could be used in support of action taken by social services or possibly NSPCC. Therefore, the importance of accuracy and honesty is vital. Most of this information could be kept in the form of a diary monitoring incidents in the classroom, transcripts of conversations or the occurrence of absences, late arrivals or for example wetting or soiling. It is also important to bear in mind when making such records those facts and not personal opinions have priority. This diary could be kept on file along with written work or pictures or any piece of work done by the child that arouses suspicion.
This file needs to be kept in a locked cupboard under the supervision of the person in charge of ‘child abuse’.

The body outline sheets- CPOMS
Record any strange marks or bruises that may be noticed on CPOMS, his may include observations made whilst changing for PE Games or Dance, on child’s body. Mark the approximate shape, size and position of the bruise/mark on the body outline along with the date and any relevant comments or descriptions. (NB this information must be treated as highly confidential and just shared with the DSL’s via CPOMS)

Strategies for dealing with children at risk
Once again it cannot be stressed enough that the cases of this sort must remain highly confidential and only teachers closely concerned with the child, Inclusion Leader/ Headteacher should be notified, Teachers need to approach these cases with sensitivity and should not attempt to deal with such a problem alone.

Class teachers are in an ideal position to identify children at risk, but they are neither qualified nor in a position to deal with or solve these problems. The best strategy available to a class teacher for helping the child is in information gathering and record keeping of events, conversations and in the case of battering and sexual abuse, bruises and marks
Child Protection – Advice for Staff

It is recognised that school staff have the best of intentions in their daily interactions with children: any form of abuse of children by staff in schools is very rare. There has however been a welcome increased awareness of child protection issues as a result of Children Act legislation. This advice is offered to all staff working in school and it is hoped that it will be used to promote discussion of the issues raised on a whole staff basis.

One to one meetings with pupils

Staff should be aware of their vulnerability when undertaking one to one interviews with pupils. It is recognised that there will be occasions when one to one interviews must take place, but where possible, such interviews should be conducted in a room with visual access or with the door open, or in a room area likely to be frequented by others.

Physical Contact with pupils

As a general principle staff are advised not to make unnecessary physical contact with their pupils. Physical contact, which may be misconstrued by the pupil, parent or other casual observer, should be avoided. There may be occasions when a distressed child needs comfort and reassurance, but staff should use their discretion in such cases to ensure that their actions are not misinterpreted.
Staff who administer First Aid or need to change children’s clothes after being wet or soiled should ensure that another adult is present.
Staff should be aware of their vulnerability when supervising pupils outside school, in a residential setting or on a school trip, because of more informal nature of such contexts.

Choice of teaching materials

When using teaching materials of sensitive nature teachers should be vigilant as to the possibility of misinterpretation and if in doubt consult senior staff.

Day to day interaction with pupils

Staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils. Attitudes, demeanor and language will require care and thought particularly when dealing with adolescents. (Work experience students)

Summary

In considering this advice, staff are reminded that the welfare of the pupils remains paramount and therefore, the protection of the pupil must remain their primary consideration.
This document is aimed at providing guidance, which should not inhibit any staff’s ability to use their own professional judgment when interacting with pupils.

We gain parental permission for

a) Children to access the Internet
b) Children to be photographed at all
c) Children to be photographed and the pictures used in any publication or press
d) Children to be named in any article in the press
Staff Safeguarding Training

We have a designated senior member of staff, our Designated Safeguarding Leads have undertaken the Two Day Child Protection Foundation Training delivered through the SSCB and who undertake other regular training, at appropriate intervals and when required (at least annually) to keep up with any relevant safeguarding and child protection developments.

All members of staff are provided with child protection awareness at induction, including in their arrival pack, the school safeguarding statement “Safeguarding Children at Maybury Primary School” so that they know who to discuss a concern with. They also undertake regular safeguarding training “Working together to Safeguard children and young people” lead by the DSL every 3 years.

On induction new staff are provided with the following documentation and policies:
- The child protection and safeguarding policy
- Keeping Children Safe in Education 2018 and Appendix A, including the role of the designated safeguarding lead
- behaviour policy and the staff code of conduct – which includes the acceptable use of technology, staff pupil relationships and communications including the use of social media

We recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for staff to feed in and shape safeguarding policy.

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<tr>
<th>Type of Training</th>
<th>Delivered by</th>
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<th>When and at what frequency</th>
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<tr>
<td>What to do if</td>
<td>Safeguarding Induction with Line Manager / DSL</td>
<td>All staff</td>
<td>Provided within the first week of employment and circulated annually</td>
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<tr>
<td>Keeping Children Safe in Education – Full document</td>
<td>Safeguarding Induction with Line Manager /DSL</td>
<td>All staff</td>
<td>Provided within the first week of employment/volunteering and thereafter annual circulation-updated with new updates</td>
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<td>Working Together to Safeguard Children with Awareness Raising of: Anti Bullying Criminal Exploitation Child Sexual Exploitation Children Missing Education Domestic Abuse Elective Home Education FGM Forced Marriage Honour Based Violence Modern Day Slavery Online Safety Prevent &amp; Channel</td>
<td>Whole school training delivered by DSL or other accredited provider</td>
<td>All staff</td>
<td>Completed within the first 3 months of employment and refresher training every 2 years</td>
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<td>Peer Abuse</td>
<td>Online Home Office training modules</td>
<td>All staff</td>
<td>Completed within the first 3 months of employment and refresher training annually</td>
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<td>Signs of Safety</td>
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<td>and any other specific safeguarding issues as per KCSIE</td>
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<td>Channel Awareness/Prevent Online Awareness/Prevent</td>
<td>Online Home Office training modules</td>
<td>All staff</td>
<td>Completed within the first 3 months of employment and refresher training annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Exploitation – to include Criminal</td>
<td>School training delivered by DSL via Hot topics</td>
<td>All staff</td>
<td>Completed within the first year of employment and refresher training every 2 years</td>
</tr>
<tr>
<td>/Gangs, Sexual Exploitation, Modern Day Slavery &amp; Trafficking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Abuse</td>
<td>SSCB Training</td>
<td>All staff</td>
<td>Completed within the first year of employment and refresher training every 3 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Genital Mutilation</td>
<td>Home Office or SSCB e-learning</td>
<td>All staff</td>
<td>Completed within the first 6 months of employment and refresher training every 3 years</td>
</tr>
<tr>
<td></td>
<td>School training delivered by DSL in Hot topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forced Marriage</td>
<td>E Learning Foreign Office or SSCB</td>
<td>All staff</td>
<td>Completed within the first 6 months of employment and refresher training every 3 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tackling Female Genital Mutilation</td>
<td>E-Learning Module Virtual College</td>
<td>All classroom based staff</td>
<td>Completed within the first 6 months of employment and refresher training every 3 years</td>
</tr>
<tr>
<td>Online Safety</td>
<td>School training delivered by DSL in Hot topics</td>
<td>All staff</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Annual Online audit and training led by Online Safety Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Safety Training</td>
<td>E learning module</td>
<td>All staff</td>
<td>Annually</td>
</tr>
<tr>
<td>CSE level 1</td>
<td>School training delivered by DSL in Hot topics</td>
<td>All staff</td>
<td>Completed within the first 6 months of employment and refresher training every 3 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anti-Bullying/ Cyberbullying</td>
<td>DSL and PSHE leaders</td>
<td>All staff</td>
<td>Annually</td>
</tr>
<tr>
<td>Designated Safeguarding Leads – including as above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation module 1</td>
<td>SSCG</td>
<td>DSL</td>
<td>Completed in first year of appointment as DSL</td>
</tr>
<tr>
<td>Topic</td>
<td>Provider/Funding</td>
<td>Role(s)</td>
<td>Frequency/Details</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Early Help</td>
<td>SSCG</td>
<td>DSL</td>
<td>Completed in first year of appointment as DSL</td>
</tr>
<tr>
<td>DSL New role</td>
<td>Babcock</td>
<td>DSL</td>
<td>Completed in first year of appointment as DSL</td>
</tr>
<tr>
<td>DSL Updates and training</td>
<td>Babcock</td>
<td>DSL</td>
<td>Refreshed on 2 year basis.</td>
</tr>
<tr>
<td>Designated Safeguarding Leads meeting</td>
<td>Surrey Education Safeguarding Team</td>
<td>DSL</td>
<td>At least twice per academic year</td>
</tr>
<tr>
<td>Safer recruitment Training</td>
<td>Surrey Skills Academy online</td>
<td>Headteacher, Deputy Headteacher, Chair of Governors, Vice Chair of Governors and Inclusion Leader</td>
<td>Refreshed on 3 year basis. Certificates held in school safeguarding folder</td>
</tr>
<tr>
<td>Signs of Safety</td>
<td>SSCB Training</td>
<td>DSLs</td>
<td></td>
</tr>
<tr>
<td>Designated Teacher for Looked after children training</td>
<td>Surrey Virtual School</td>
<td>Designated Teacher</td>
<td>Refreshed on 3 year basis.</td>
</tr>
<tr>
<td>Healthy Outcomes for children who are looked after</td>
<td>SSCB Training [<a href="http://www.surreyscb.org.uk">http://www.surreyscb.org.uk</a>]</td>
<td>Designated Teacher</td>
<td>As required to secure up to date knowledge &amp; skills</td>
</tr>
<tr>
<td>Safeguarding Disabled Children</td>
<td>SSCB Training [<a href="http://www.surreyscb.org.uk">http://www.surreyscb.org.uk</a>]</td>
<td>Inclusion Leader</td>
<td>As required to secure up to date knowledge &amp; skills</td>
</tr>
<tr>
<td>Safeguarding Disabled Children with a focus on autism</td>
<td>SSCB Training [<a href="http://www.surreyscb.org.uk">http://www.surreyscb.org.uk</a>]</td>
<td>Inclusion Leader</td>
<td>As required to secure up to date knowledge &amp; skills</td>
</tr>
<tr>
<td>PREVENT Training for Senior leader</td>
<td>Online module</td>
<td>DSL</td>
<td>Refreshed on 3 year basis.</td>
</tr>
<tr>
<td>Train the Trainer</td>
<td>Surrey Safeguarding Surrey Safeguarding Children’s Board</td>
<td>Designated Safeguarding Lead</td>
<td>Refreshed on 2 year basis.</td>
</tr>
<tr>
<td>Disguised compliance</td>
<td>SSCB training</td>
<td>DSL</td>
<td>As required to secure up to date knowledge &amp; skills</td>
</tr>
<tr>
<td>CSE level 2</td>
<td>E learning module</td>
<td>DSL</td>
<td>As required to secure up to date knowledge &amp; skills</td>
</tr>
</tbody>
</table>
Specific safeguarding training issues

Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website.

Guidance on the specific safeguarding issues listed below is delivered by the Designated Safeguarding Lead (DSL) to all teaching staff. The list is on a rolling basis and guidance is delivered on each subject every two years during a staff meeting session:

<table>
<thead>
<tr>
<th>Season</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 2018</td>
<td>• Forced marriage</td>
</tr>
<tr>
<td></td>
<td>• Trafficking</td>
</tr>
<tr>
<td></td>
<td>• Criminal Exploitation of children (County Lines);</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>• Domestic violence</td>
</tr>
<tr>
<td></td>
<td>• Gender-based violence/violence against women and girls (VAWG)</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>• Female genital mutilation (FGM)</td>
</tr>
<tr>
<td></td>
<td>• FGM E-Learning module <a href="http://fgmelearning.co.uk/">http://fgmelearning.co.uk/</a></td>
</tr>
<tr>
<td></td>
<td>• Fabricated or induced illness</td>
</tr>
<tr>
<td>Autumn 2019</td>
<td>• Radicalisation, PREVENT (and Channel E-Learning module)</td>
</tr>
<tr>
<td></td>
<td><a href="http://course.ncalt.com/Channel_General_Awareness/01/index.html">http://course.ncalt.com/Channel_General_Awareness/01/index.html</a></td>
</tr>
<tr>
<td></td>
<td>• Children and the court system, when children are appearing as witnesses;</td>
</tr>
<tr>
<td></td>
<td>• Children will family members in prison</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>• Child sexual exploitation (CSE) (and Level 1 CSE E-learning module)</td>
</tr>
<tr>
<td></td>
<td>• Sexting</td>
</tr>
<tr>
<td>Summer 2018/2020</td>
<td>• Mental Health</td>
</tr>
<tr>
<td></td>
<td>• Drugs and alcohol</td>
</tr>
<tr>
<td></td>
<td>• Homelessness</td>
</tr>
</tbody>
</table>

Additional staff meetings are held to update staff awareness on the following subjects on an ongoing basis:

- Attendance- PMOOE- including the dangers of children going missing from school, home or care and truanting.
- Anti Bullying including cyberbullying.
- Peer on peer abuse including ways to report concerns.
- Sexual Violence and Sexual Harrassment between children including the school’s approach to managing incidents of sexual violence and sexual harassment.

All staff attend annual Online safety training.
What to do if you have an Online Safety concern:

A concern is raised

Refer to the Headteacher/Child Protection Liaison Officer CPLO

What type of activity is involved? (Use screening tool/ E-safety legal framework)

Illegal

Incident closed (Is counselling or advice required?)

Neither

Inappropriate

Who is involved?

Child as instigator

Establish level of concern (Screening tool)

CPLO to consider need for CP referral, or where staff member allegation, referral to LADO

If appropriate, disconnect computer, seal and store.

Child as victim

Establish level of concern (Screening tool)

Yes

Other children involved?

No

Staff as victim

Establish level of concern (Screening tool)

Staff as instigator

Establish level of concern (Screening tool)

Potential illegal or child protection issues?

Yes

In-school action: CPLO, Head of ICT, senior manager.

Counselling Risk assessment

Duty LADO: 01372 833310 (Local Authority Designated Officer)
Contact Centre Children’s referrals 0300 200 1006

Possible legal action

School disciplinary and child protection procedures. (possible parental involvement)

Possible legal action
If at any point during the absence there is reason to believe that the child could be at significant risk of harm refer to DSL who should refer the cater to MASH 01483 518505 and / or Safeguarding Children Unit 0300 200 106 / Surrey police 101 or 01483 571 212.

If a child is absent from school:

**Parent/Carer reports absence**

- Yes: **Record Details. No Further action**
- No: Office to send a text message by 10am to Parent/Carer asking them to call and record details of attempt on absence form.

**Parent/Carer calls school in response/reports reason for absence by lunchtime.**

- Yes: **Office to make second attempt to make contact and record details on absence form (For Nursery- 2nd Attempt by 11am; Main School by 2:30pm)**
- No: Parent /Carer responds to second attempt to make contact.

If no response:

- Day 1:
  - Highlight for follow up the next morning if the child does not return to school
- Day 2 - 6:
  - Repeat Steps in Orange from Day One Office to make second attempt to make contact and record details on absence form (For Nursery- 2nd Attempt by 11am; Main School by 2:30pm)
- Day 7 - 9:
  - Repeat Steps in Orange from Day One Office to arrange for HSLW worked to do a Home visit and inform a DSL - Record Notification Repeat on each day until the 7th Day of Continuous Absence . See Below
- Day 10:
  - Repeat Steps in Orange from Day One Office to Report to DSL
  - DSL to refer Child to Surrey County Council Pupil Tracking Officer and /or report to Safeguarding Children Unit 0300 200 106 / Surrey police 101 or 01483 571 212.
Appendix 3

Child Protection File Transfer Form

In line with Keeping Children Safe in Education 2018 where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained. Following this all records related to the child named below will be destroyed confidentially, in line with data protection requirements.

Acknowledgement of Child Protection Files Transfer

Name of Child: ……………………………………………………………

Name of new DSL: ……………………………………………………

School: …………………………………………………………………

Signature: ………………………………………………………………

Date: …………………………………………………………………
Appendix 4

INDICATORS OF VULNERABILITY TO RADICALISATION

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

2. Extremism is defined by the Government in the Prevent Strategy 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.

3. 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.

4. 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.

5. Pupils 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.

6. Indicators of vulnerability include:
   - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student / pupil 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 / pupil’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 / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
   - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
   - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. 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; and
• 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 Prevent Strategy

The Prevent Strategy forms one of four strands of the UK Government’s counter-terrorism strategy, known as CONTEST. The UK faces a continuing threat from both international and domestic terrorism. The Prevent Strategy aims to disrupt extremist organisations from operating within our communities.

Violent extremism can emerge from any community and can be inspired by a wide range of causes. Whilst Al-Qaeda inspired Islamist extremism still undoubtedly poses a threat to the UK, Prevent also seeks to combat extremism motivated by the extreme right wing, as well motivated by single issues such as animal rights. Accordingly, Prevent does not stigmatise any community.

Similar to strategies in child protection and combating racism, Prevent is driven by a multitude of groups with influence at the local level. In Woking, the Prevent Steering Group comprises of representatives from Woking Borough Council, Surrey County Council, Surrey Police, Youth Justice, Probation Service, Crown Prosecution Service, Independent Advisory Group to the Police, community groups and voluntary sector.

Each of these groups has an instrumental role to play in monitoring the resilience of our local communities to the threat posed by extremism, as do members of the public.

Potential extremist activity can take many forms. The following list provides some possible examples. This list is not exhaustive and is intended for illustrative purposes only.

• Distributing leaflets or displaying posters that carry a violent extremist message.
• Accessing violent extremist forums or websites in internet cafes.
• Extremist groups meeting at community centres.
• Viewing terrorist/violent extremist promotional videos.

Incidents such as these can be reported to Surrey Police Special Branch by calling 101.

Extremist activity can also be reported via the Anti-Terrorist Hotline on 0800 789 321. The line is confidential, anonymous and intended for the reporting of non-life threatening activity.

To report potentially immediate threats, such as a suspicious vehicle or package, always call 999.
Channel Panel
The Channel process is essentially a safeguarding programme aimed at supporting individuals identified as vulnerable to being drawn into violent extremism or terrorist related activity. As with other safeguarding practices Channel is reliant on a multi agency response and multi disciplinary work to minimise and manage the risk to an individual. Channel is voluntary and so the individual must provide consent. It draws on existing collaboration between local authorities, the police, statutory partners and the local community and has three objectives:

- Identify individuals at risk of being drawn into radical extremism
- Assess the nature and extent of the risk
- Develop the most appropriate support for the individuals concerned.

The Counter Terrorism and Security Act (2015) provides a statutory framework for a joint local authority/polic e panel to assess the extent to which identified individuals are vulnerable to being drawn into terrorism and to put in place a support plan. This effectively places Channel on a statutory footing. The Act sets out that these panels are to be chaired by the responsible local authority, which across Surrey is the Community Safety Unit.

The diagram below illustrates the Channel Panel process:
Appendix 5

**Safeguarding Children and Young People Safe working Practice Agreement**

Maybury Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is everyone’s responsibility to ensure that pupils’ are cared for appropriately and safeguarded from any harm, and their duty to care to promote the health, safety and welfare of all members of the school community.

This agreement is developed in accordance with the guidance within the following:

- Working Together to Safeguard Children 2015
- Keeping children Safe in Education 2018
- Prevent Strategy 2012

The staff code of conduct gives clarity to measures needed to ensure that all employees and pupils can work within and enjoy being part of a safe and caring environment.

It is acknowledged that the vast majority of employees behave appropriately whilst working with our pupils. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the Headteacher and governing body.

Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

**You should always:**

- Adhere to all school policies, many of which are specifically written with safeguarding in mind. For example: Child Protection, Behaviour Management, Physical Intervention (Positive options), Bullying, Equal Opportunities, and Health and Safety etc.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and “positive role model” to the pupils
- Observe other people’s right to confidentiality. (Unless you need to report something to the Headteacher or Designated Safeguarding Lead (DSL) e.g. concerns about a child protection issue.)
- Treat all children equally; never confer favour on a particular child, or build “special relationships” with individual children, except where one to one working is part of a plan agreed with the Headteacher or class teacher.
- Ensure all messages communicated with our children support fundamental British Values and our school values and are consistent with the ethos of the school and do not marginalise any communities, groups or individuals, seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.

**Report to the Head teacher or member of the leadership team.**

- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.
- Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviours of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures.
You should never:

- Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people’s children.
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Personally discriminate either favourably or unfavourably towards any child.
- Make arrangements to contact, communicate or meet children outside of work.
- Develop “personal” relationships with children.
- Push, hit, kick, punch, slap, throw missiles at, or smack, a child or threaten to do so.
- Make inappropriate remarks or jokes of a personal; sexual, racial, discriminatory, intimidating or otherwise offensive nature.
- Intentionally embarrass or humiliate children, for example, by using sarcasm or humour in an inappropriate way.
- Give or receive (other than “token”) gifts unless arranged through the Headteacher, for example outgrown sports kit/uniform.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner.
- Behave in an illegal or unsafe manner.
- Undertake any work with children when you are not fit and in a proper physical or emotional state to do so.

I ........................................... have read the above and agree to abide by the Safe Working Practice guidance. I agree to the school carrying out a DBS check if they choose to.

Signed ........................................

The Headteacher and the Governors of Maybury Primary School thank you for your support of the arrangements made for the safety and care of young people and adults in our school community.

Headteacher ........................................
Appendix 6

Maybury Primary School

Visiting Speakers Agreement

At Maybury Primary School we understand the importance of visitors and external agencies to enrich the experiences of our students.

In order to safeguard our children we expect all visiting speakers to read and adhere to the statements below.

- Any messages communicated to students support fundamental British Values and our school values.

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies

- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

- Activities are matched to the needs of students

- Visitors will also be accompanied by a member of staff at all times.
Appendix 7

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** - consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** - agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** - the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice to assist in identifying and responding appropriately to sexual behaviour is available from the Brook Sexual Behaviours Traffic Light Tool¹. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

Child Sexual Exploitation

Staff should refer to Part A of ‘Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation’ (2017) for comprehensive guidance on Child Sexual Exploitation.

Signs include:

- going missing from home or school
- regular school absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

CHILD SEXUAL EXPLOITATION FLOWCHART (FOR USE BY ALL AGENCIES)

**Consider causes of concern**
- CSE Risk Factors
- Use SSCB Risk Indicators – is there evidence of high risk indicators?

**If the risk is immediate and urgent, and there is clear evidence of an offence, refer to the Police immediately – Dial 999**

**Discuss with CSE lead/named professional/line manager**
- Complete CSE Risk Assessment tool
- Record all concerns and decisions

**IS THERE EVIDENCE OF SIGNIFICANT RISK?**

**YES**
- Refer to Children’s Service or Emergency Duty Team
  - Send Multi-agency Referral Form (MARF) within 24 hours

**NO**
- Explore Early Help options

**STRATEGY DISCUSSION**
- Section 67 investigation
- Criminal investigation
- Referral to multi-agency MAECC (Missing & Exploited Children’s Conference)
- Include feedback to referrer of action taken
- Referrer to record decisions/actions
Appendix 8- FGM Guidance from Multi-agency statutory guidance on female genital mutilation

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during a first pregnancy.

Given the hidden nature of FGM, individuals from communities where it takes place may not be aware of the practice. Women and girls who have undergone FGM may not fully understand what FGM is, what the consequences are, or that they themselves have had FGM. Given this context, discussions about FGM should always be undertaken with appropriate care and sensitivity (see Annex C).

It is believed that FGM may happen to girls in the UK as well as overseas. Girls of school age who are subjected to FGM overseas are likely to be taken abroad (often to the family’s country of origin) at the start of the school holidays, particularly in the summer, in order for there to be sufficient time for her to recover before returning to school.

There are a number of factors in addition to a girl’s or woman’s community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

- a female child is born to a woman who has undergone FGM;
- a female child has an older sibling or cousin who has undergone FGM;
- a female child’s father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl/family has limited level of integration within UK community;
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;
- a girl confides to a professional that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’;
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.3 for the nationalities that traditionally practise FGM); parents state that they or a relative will take the girl out of the country for a prolonged period;
- a parent or family member expresses concern that FGM may be carried out on the girl;
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it (see Annex G for commonly used terms in different languages) – it is important to take into account the context of the discussion;
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- sections are missing from a girl’s Red book; and/or
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

Remember: this is not an exhaustive list of risk factors. There may be additional risk factors specific to particular communities. For example, in certain communities FGM is closely associated to when a girl reaches a particular age.
If any of these risk factors are identified professionals will need to consider what action to take. If unsure whether the level of risk requires referral at this point, professionals should discuss with their named/designated safeguarding lead.

**If the risk of harm is imminent, emergency measures may be required.**

See Annex E for information on legal interventions that can be used to protect girls/women at risk of FGM. 4

**Professionals should not assume that all women and girls from a particular community are supportive of, or at risk of FGM.** Women who recognise that their ongoing physical and/or psychological problems are a result of having had FGM and women who are involved or highly supportive of FGM advocacy work and eradication programmes may be less likely to support or carry out FGM on their own children. However, any woman may be under pressure from her husband, partner or other family members to allow or arrange for her daughter to undergo FGM. Wider family engagement and discussions with both parents, and potentially wider family members, may be appropriate.

B.1.2 Indicators that FGM May Have Already Taken Place

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman receives the care and support she needs to deal with its effects (see Annex F);
- enquiries can be made about other female family members who may need to be safeguarded from harm; and/or
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- a girl or woman asks for help;
- a girl or woman confides in a professional that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a family/child is already known to social services in relation to other safeguarding issues;
- a girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
- a girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman has frequent urinary, menstrual or stomach problems;
- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP’s letter;
- there are prolonged or repeated absences from school or college (see 2015 guidance on children missing education50);
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl or woman is reluctant to undergo any medical examinations;
- a girl or woman asks for help, but is not be explicit about the problem; and/or
- a girl talks about pain or discomfort between her legs.

**Remember: this is not an exhaustive list of indicators.**

If any of these indicators are identified professionals will need to consider what action to take. If unsure what action to take, professionals should discuss with their named/designated safeguarding lead.

**Professionals subject to the mandatory reporting duty are required to report 'known'51 cases of FGM in girls under 18 to the police (see Section 3.4).**
New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police

What is the new duty?
On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report ‘known’ cases of FGM in girls aged under 18 to the police.

For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

What will happen after the case has been reported to the police?
FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

Why is it being introduced?
When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

What the new duty won’t do
It doesn’t mean that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It won’t require professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn’t apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases.

Summary: Mandatory reporting of FGM*

Duty applies to regulated health and social care professionals and teachers in England and Wales.

Requires these professionals to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her, or

- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

*introduced in Section 58 of the FGM Act 2003, as inserted by section 71 of the Serious Crime Act 2015