



Shawfield Primary School

Safeguarding and Child Protection Policy

September 2019

Designated Safeguarding Lead: Stephen Corcoran

Safeguarding Governor: Mick Luck

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Child Protection and Safeguarding Policy 2018

Governors' Committee Responsible:	Full Governors
Governor Lead:	Mr Mick Luck
Nominated Lead Member of Staff:	Mr Stephen Corcoran, Head of School
Status & Review Cycle:	Statutory Annual
Next Review Date:	December 2019

Safeguarding Statement – (Appendix 1)

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Shawfield Primary School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

This means that we have a Child Protection and Safeguarding Policy which describes the procedures we have in place. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. The policy is available for parents and carers to read on the school website or from the school office on request.

Sometimes when there are concerns about a child's welfare we may need to share information and work in partnership with other agencies. We will ensure that concerns about pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Key Personnel

The Designated Safeguarding Lead (DSL) is: Stephen Corcoran

Contact details: email: head@shawfield.surrey.sch.uk Telephone: 01252 320379

The deputy DSL(s) is/are: Tom Hilyard, Su Purchas, Debora Griffith and Angela Dixon.

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The nominated child protection governor is: Mick Luck

Contact details: email: mickluck@btinternet.com Telephone 01252 315073

The of Head School is: Stephen Corcoran

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The Chair of Governors is: Keith Dixon

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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; and
- 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 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 includes everyone under the age of 18.

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

MAP refers to the Surrey Multi-Agency Partnership

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

28. Introduction

- 1.1. 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 government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 '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. ¹
- 1.2. The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2019 (KCSIE), and Surrey Safeguarding Children Partnership (SSCP) Procedures.
- 1.3. The Governing body takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our school to identify, assess, and support those children who are suffering harm or at risk of suffering harm.
- 1.4. This policy applies to all members of staff and governors in the school.

Guidance and documents referred to in this policy

1. **Surrey Safeguarding Children Board protocols, guidance and procedures**
2. **Working Together to Safeguard Children (2018)**
3. **Keeping Children Safe in Education 2019 (KCSIE)**
4. **Disqualification under the Childcare Act 2006 (updated 2019)**
5. **FGM Act 2003 Mandatory Reporting Guidance 2016**
6. **'What to do if you are worried a child is being abused' 2015**
7. **Teacher Standards 2011**
8. **Information Sharing Advice for Practitioners' updated 2018**
9. **SCC Children Missing Education**
10. **SCC Touch and the use of physical intervention when working with children and young people**
11. **The Equality Act 2010**

(1) The SSCB Child Protection Procedures are only available online at <http://surreyscb.procedures.procedures.org.uk>

2. Policy Principles and Values

- 2.1. The welfare of the child is paramount
- 2.2. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- 2.3. We recognise that all adults, including temporary staff², volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest 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.
- 2.4. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.5. Pupils and staff involved in child protection issues will receive appropriate support.
- 2.6. 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.
- 2.7. 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.

3. Policy Aims

- 3.1. To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- 3.2. To support the child's development in ways that will foster security, confidence and independence.
- 3.3. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 3.4. To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse – (Appendices 4 – 9)
- 3.5. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 3.6. To emphasise the need for good levels of communication between all members of staff.
- 3.7. To enable the school to effectively contribute to Early Help, assessments of need and support for those children.
- 3.8. To develop robust school systems and procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
- 3.9. To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

² Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

3.10. 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.

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

4. Supporting Children

- 4.1.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- 4.1.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.1.3. 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.
- 4.1.4. Our school will support all children by:
 - 4.1.4.1. Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 4.1.4.2. Promoting a caring, safe and positive environment within the school.
 - 4.1.4.3. Responding sympathetically to any requests for time out to deal with distress and anxiety.
 - 4.1.4.4. Offering details of helplines, counselling or other avenues of external support.
 - 4.1.4.5. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.1.4.6. Notifying Social Care as soon as there is a significant concern.
 - 4.1.4.7. Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- 4.1.5. Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety. We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- 4.1.6. We will notify Social Care immediately if there is a significant concern.
- 4.1.7. 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.

4.2. Prevention / Protection

- 4.2.1. 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.
- 4.2.2. The school community will therefore:
 - 4.2.2.1. Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
 - 4.2.2.2. Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
 - 4.2.2.3. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- 4.2.2.4. 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, 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.
- 4.2.2.5. 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.

5. Safe School, Safe Staff

5.1. We will ensure that;

- 5.1.1. The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations.
- 5.1.2. All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy, child protection policy, (Appendix 1) the role and names of the Designated Safeguarding Lead and their deputy(ies), and Keeping Children Safe in Education part 1 and annex A on induction;
- 5.1.3. All staff receive safeguarding and child protection training at induction in line with advice from Surrey Safeguarding Children's Partnership 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;
- 5.1.4. All members of staff are trained in and receive regular updates in online safety and reporting concerns;
- 5.1.5. 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;
- 5.1.6. The child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. 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.
- 5.1.7. The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
- 5.1.8. Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- 5.1.9. Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures;
- 5.1.10. The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse; (Appendix 1)

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

6. Roles and Responsibilities

6.1. 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:

- 6.1.1. Provide a safe environment in which children can learn.
- 6.1.2. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- 6.1.3. Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- 6.1.4. Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- 6.1.5. Attend training in order to be aware of and alert to the signs of abuse.
- 6.1.6. Maintain an attitude of "it could happen here" with regards to safeguarding.
- 6.1.7. 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).
- 6.1.8. Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- 6.1.9. Be prepared to refer directly to the Multi Agency Partnership (MAP), and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- 6.1.10. Follow the allegations procedures (page 39) (Appendix 12) if the disclosure is an allegation against a member of staff.
- 6.1.11. Follow the procedures set out by the Surrey Safeguarding Children's Partnership and take account of guidance issued by the Department for Education.
- 6.1.12. Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- 6.1.13. Treat information with confidentiality but never promising to "keep a secret".
- 6.1.14. Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- 6.1.15. Have an understanding of early help, and be prepared to identify and support children who may benefit from Early Help.
- 6.1.16. 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.
- 6.1.17. Liaise with other agencies that support pupils and provide early help.

- 6.1.18. Know who the DSL and Deputy DSL are and know how to contact them.
- 6.1.19. Have an awareness of the role of the DSL, the schools Child Protection Policy, Behaviour Policy and Staff Behaviour Policy, and procedures relating to the safeguarding response for children who go missing from education.
- 6.1.20. 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.
- 6.1.21. Assist the Governing Body and Head of School in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

6.2. The Head of School

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

- 6.2.1. The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2019 guidance.
- 6.2.2. The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- 6.2.3. All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.
- 6.2.4. 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.
- 6.2.5. Provide opportunities for a co-ordinated offer of Early Help when additional needs of children are identified.
- 6.2.6. Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- 6.2.7. With the designated safeguarding lead ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.
- 6.2.8. 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
- 6.2.9. Child-centred systems and processes are in place for children to express their views and give feedback.
- 6.2.10. 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.
- 6.2.11. That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- 6.2.12. Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Surrey Safeguarding Children Partnership (SSCP) and Surrey County Council (SCC).

- 6.2.13. 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.

6.3. The Designated Safeguarding Lead:

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

- 6.3.1. Holds the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated.
- 6.3.2. Will have an "it could happen here" approach to safeguarding.
- 6.3.3. Will liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.
- 6.3.4. Will manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the Children's Single Point of Access (C-SPA), and act as a point of contact and support for school staff. Requests for support should be made securely by email to csmash@surreycc.gov.uk using the Request for Support Form urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).
- 6.3.5. Report concerns that a pupil may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.
- 6.3.6. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- 6.3.7. Will refer cases where a crime may have been committed to the Police as required.
- 6.3.8. 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.
- 6.3.9. 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 page 37) (Appendix 5)
- 6.3.10. 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.
- 6.3.11. Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- 6.3.12. Will encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- 6.3.13. 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.

- 6.3.14. Will have a secure working knowledge of SSCP procedures and understands the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
- 6.3.15. 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.
- 6.3.16. 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.
- 6.3.17. Will liaise with school staff (especially Pastoral Care Lead/Home School Link Worker, and the SENDCO) on matters of safety and safeguarding and consult the SSCP Levels of Need document to inform decision making and liaison with relevant agencies.
- 6.3.18. Will be alert to the specific needs of children in need, those with SEND and young carers.
- 6.3.19. 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.
- 6.3.20. 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.
- 6.3.21. Will ensure that an indication of the existence of the additional child protection file is marked on the pupil school file record.
- 6.3.22. 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.
- 6.3.23. 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.
- 6.3.24. 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 should then be securely destroyed.
- 6.3.25. 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 should be shared with the parents prior to the meeting.
- 6.3.26. Will report to the Head of School any significant issues for example, use of the SSCP multi-agency escalation procedures, enquiries under section 47 of the Children Act 1989 and police investigations.
- 6.3.27. Will ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.

- 6.3.28. 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 (KCSIE) Part 1 and annex A and ensure that the policies are used effectively.
- 6.3.29. 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.
- 6.3.30. 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.
- 6.3.31. 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.
- 6.3.32. Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- 6.3.33. Will contribute to and provide, with the Head of School and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Surrey County Council, Education Safeguarding Team.
- 6.3.34. 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.
- 6.3.35. Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2019.

6.4. The Deputy Designated Safeguarding Lead(s):

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

- 6.4.1. Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- 6.4.2. 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.
- 6.4.3. 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.

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

- 6.5.1. 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 Partnership (SSCP) and statutory requirements, are reviewed annually and that the Child Protection policy is available on the school website.
- 6.5.2. The SSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.

- 6.5.3. 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.
- 6.5.4. That at least one member of the governing body has completed safer recruitment training to be repeated every five years.
- 6.5.5. Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2019) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- 6.5.6. That all staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy.
- 6.5.7. That the school has procedures for dealing with allegations of abuse against staff (including the Head of School), 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.
- 6.5.8. That a nominated governor for safeguarding is identified.
- 6.5.9. 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.
- 6.5.10. 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.
- 6.5.11. 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).
- 6.5.12. That the school will comply with DfE and Surrey County Council Children Missing Education requirements (page 35).
- 6.5.13. 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
- 6.5.14. That appropriate online filtering and monitoring systems are in place.
- 6.5.15. Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors.
- 6.5.16. That any weaknesses in Safeguarding are remedied immediately.

7. Confidentiality and Sharing Information

- 7.1. All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.
- 7.2. Information will be shared with staff within the school who 'need to know'.
- 7.3. 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.
- 7.4. Shawfield Primary School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- 7.5. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 7.6. However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Head of School or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- 7.7. All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

8. Child Protection Procedures

- 8.1. 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.
- 8.2. 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.
- 8.3. 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.
- 8.4. 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.

8.5. 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:

- 8.5.1.1. Make an initial record of the information related to the concern (Yellow Form – Appendix 2) and Body Map where necessary (Appendix 3).
- 8.5.2.2. Report it to the DSL immediately.
- 8.5.3.3. 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.

8.5.4.4. 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

The records must be signed and dated by the author or / equivalent on electronic based records

8.6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the police if appropriate) if there is the potential for immediate significant harm.

8.7. .Following a report of concerns the DSL must:

- 8.7.1. Using the [SSCP 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 SAP and the police if it is appropriate
- 8.7.2. Normally school will endeavour to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
- 8.7.3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA. By sending a Request for Support Form by email to: csmash@surreycc.gov.uk or contact the C-SPA consultation line on 0300 470 9100 to discuss the concerns. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken
- 8.7.4. If the DSL feels unsure about whether a referral is necessary they can phone the C-SPA to discuss concerns
- 8.7.5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help.
- 8.7.6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
- 8.7.7. 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 C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
- 8.7.8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

8.8. If staff are concerned about a child's welfare

- 8.8.1. If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on an Expression of Concern Form [Appendix 2 and 3] and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should be recorded in writing.
- 8.8.2. There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- 8.8.3. Shawfield Primary School recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- 8.8.4. In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- 8.8.5. Staff should use the Expression of Concern Form [Appendix 2] to record these early concerns and give the completed form to the DSL.
- 8.8.6. Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.
- 8.8.7. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

Records of incidents or concerns must be uploaded to the Shawfield CPOMS system at the earliest available opportunity.

8.9. If a pupil discloses to a member of staff

- 8.9.1. We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- 8.9.2. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.
- 8.9.3. During their conversation with the pupil staff will;
 - 8.9.3.1. Listen to what the child has to say and allow them to speak freely, don't directly question them.

Accept what is said and take it seriously.
 - 8.9.3.2. Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
 - 8.9.3.3. Reassure the child that it is not their fault and that they have done the right thing in telling someone
 - 8.9.3.4. Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
 - 8.9.3.5. Ask open questions and avoid asking leading questions
 - 8.9.3.6. Avoid jumping to conclusions, speculation or make accusations
 - 8.9.3.7. Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
 - 8.9.3.8. Avoid warning the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
 - 8.9.3.9. Tell the child what will happen next.
- 8.9.4. If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.
- 8.9.5. The member of staff should write up their conversation as soon as possible on the Expression of Concern Form (Appendix 2) in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.
- 8.8.6 Although you may not seek information, a pupil may wish to confide in you about having suffered some kind of abuse. In such situations the following guidelines taken from KIDSCAPE should be helpful:
 - Find somewhere quiet to talk as soon as possible.
 - Stay calm and reassuring.
 - Explain that you cannot promise to keep what you are told a secret – you may have to inform DSL.
 - Listen to and believe what the pupil tells you – tell them that, whatever the circumstances, they are not to blame.
 - Do not press for details – some cases of abuse may need further investigation. It is better for the pupil not to have to repeat details unnecessarily.
 - Ask the pupil if s/he has told anyone else.
 - Don't make any promises to the pupil – the situation may cause you to react emotionally. Whilst this is an understandable reaction, at such

- times it is possible that you could make promises you cannot fulfil.
- Tell the pupil you are pleased s/he has decided to tell someone and that this was the right thing to do.
 - Let the pupil know you understand how difficult it is to talk about such experiences.

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. Members of staff should be informed by DSL team that the information is being taken seriously but may not receive information about the outcomes of a disclosure.

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

8.10. Notifying Parents

- 8.10.1. The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
- 8.10.2. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the C-SPA consultation line.
- 8.10.3. Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

8.11. Making a referral

- 8.11.1. Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to the C-SPA, early help or other support is appropriate in accordance with Surrey Safeguarding Children's Partnership Levels of Need document³.
- 8.11.2. If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
- 8.11.3. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- 8.11.4. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- 8.11.5. If a child is in immediate danger or is at risk of harm a referral should be made to the C-SPA and/or the police immediately. Anybody can make a referral.
- 8.11.6. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

8.12. Supporting Staff

- 8.12.1. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 8.12.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.
- 8.11.3 We will provide supervision for our HSLWs and ELSAs on a regular basis and other staff as required.
- 8.11.4 Staff may access the 'help employee assistance service'
- 8.11.5 In some cases additional counselling might be needed and staff are encouraged to recognise that disclosures can have an impact on their own emotions.

9. What is Abuse?

- 9.1. 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 the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- 9.2. Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendix 4.
- 9.3. Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- 9.4. There are also a number of specific safeguarding concerns that we recognise our pupils may experience;

9.4.1. child missing from education (see page 35, section 24)

9.4.2. child missing from home or care

9.4.3. child sexual exploitation (CSE) (see page 27, section 15)

9.4.4. bullying including cyberbullying (see page 24, section 11)

9.4.5. domestic abuse (see page 27, section 14)

9.4.6. drugs

9.4.7. fabricated or induced illness

9.4.8. faith abuse

9.4.9. female genital mutilation (FGM) (see page 34, section 18)

9.4.10. forced marriage (see page 32, section 19)

9.4.11. gangs and youth violence (see page 28, section 16)

9.4.12. gender-based violence/violence against women and girls (VAWG)

9.4.13. mental health

9.4.14. private fostering (see page 34, section 22)

9.4.15. radicalisation (see page 25, section 12 and 13 and Appendix 9)

9.4.16. youth produced sexual imagery (sexting) (see page 29, section 17)

9.4.17. trafficking

9.4.18. peer on peer abuse (see page 37, section 28)

- 9.5. Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.
- 9.6. We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

10. Children who are particularly vulnerable

- 10.1. Shawfield Primary School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.
- 10.2. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.
- 10.3. In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.
- 10.4. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.
- 10.5. To ensure that all of our pupils receive equal protection we will give special consideration to children who are;
 - 10.5.1. Disabled or have special educational needs
 - 10.5.2. Young carers
 - 10.5.3. Affected by parental substance misuse, domestic abuse or parental mental health needs
 - 10.5.4. Asylum seekers/Refugees
 - 10.5.5. Living away from home
 - 10.5.6. Vulnerable to being bullied or engaged in bullying
 - 10.5.7. Already viewed as a 'problem'
 - 10.5.8. Living in temporary accommodation
 - 10.5.9. Live transient lifestyles
 - 10.5.10. Living in chaotic and unsupportive home situations
 - 10.5.11. Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
 - 10.5.12. At risk of sexual exploitation
 - 10.5.13. Do not have English as a first language
 - 10.5.14. At risk of female genital mutilation
 - 10.5.15. At risk of forced marriage
 - 10.5.16. At risk of being drawn into extremism.

11. Anti-Bullying/Cyberbullying

- 11.2. 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. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. 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.
- 11.3. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.
- 11.4. The subject of bullying is addressed at regular intervals in PHSE education.

12. Racist Incidents

- 12.1. 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.

13. Radicalisation and Extremism

- 13.1. 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.
- 13.2. 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.
- 13.3. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.
- 13.4. Shawfield Primary 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.⁴
- 13.5. Shawfield Primary 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.
- 13.6. School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 7.
- 13.7. 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)⁴
- 13.8. The school governors, the Head of School and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, [due diligence checks for external speakers and private hire of facilities](#), anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the Prevent referral process and use the Prevent referral form.

³ <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

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

14. Domestic Abuse

- 14.1. 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.
- 14.2. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- 14.3. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- 14.4. 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 (See Appendix 6).
- 14.5. Shawfield Primary School are enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day morning our key adult/deputy key adult is notified of all domestic abuse incidents that have occurred in the previous 24 hours which involved a pupil at this school (72 hours on a Monday morning). This allows us to provide the right support at the right time for our pupils who are experiencing domestic abuse.

15. Child Sexual Exploitation (CSE)

- 15.1 Child sexual exploitation is a form of child sexual abuse.
- 15.2 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.
- 15.3 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.
- 15.4 Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.
- 15.5 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.

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

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

15.8 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.

15.9 The school includes the risks of sexual exploitation in the PHSE and RSE 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.

16. Child Criminal Exploitation & Gangs

16.1 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.

16.2 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.

16.3 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.

16.4 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.

16.5 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.

16.6 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.

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

17. Youth produced sexual imagery (sexting)

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

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

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

17.2 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'](#)

17.3 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.

17.4 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.

17.5 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.

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

17.7 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.

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

17.9 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.

17.10 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 C-SPA or the Police.

17.11 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 C-SPA or the Police.

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

18. Female Genital Mutilation (FGM)

- 18.1. 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 police⁵.
- 18.2. The duty applies to all persons in Shawfield Primary School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.
- 18.3. 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.
- 18.4. 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.
- 18.5. School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per Shawfield Primary 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 vacation period.
- 18.6. There should also be consideration of potential risk to other girls in the family and practicing community.
- 18.7. 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.
- 18.8. There are no circumstances in which a teacher or other member of staff should examine a girl.

19. Forced Marriage

- 19.1. 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.
- 19.2. Forced marriage is an appalling and indefensible practice and 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.
- 19.3. A forced marriage is not the same as an arranged marriage which is common in several 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.
- 19.4. School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 200 7008 0151.

⁵ <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

20. Honour-based Violence

- 20.1. 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.
- 20.2. Honour based violence might be committed against people who;
 - 20.2.1.1. become involved with a boyfriend or girlfriend from a different culture or religion;
 - 20.2.1.2. want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;
 - 20.2.1.3. want to get out of an arranged marriage;
 - 20.2.1.4. want to get out of a forced marriage
 - 20.2.1.5. wear clothes or take part in activities that might not be considered traditional within a particular culture
 - 20.2.1.6. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

21. One Chance Rule

- 21.1. 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 pupil who is a potential victim and have just one chance to save a life.
- 21.2. Shawfield Primary 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.

22. Private Fostering Arrangements

- 22.1. 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 or 18 if the child is disabled.
- 22.2. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
- 22.3. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- 22.4. Shawfield Primary 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.
- 22.5. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services 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 with the DSL and the DSL will notify Surrey Children's Social Care of the circumstances.

23. Children Looked After

- 23.1. The most common reason for children becoming looked after is as a result of abuse and neglect.
- 23.2. Shawfield Primary 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.
- 23.3. 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.
- 23.4. 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 within their personal education plan.

24. Children Missing Education

- 24.1 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.
- 24.2 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.
- 24.3 Where possible the school will hold more than one emergency contact number for each pupil.
- 24.4 The school will ensure that there is a record of joiners and leavers as defined in [The Education \(Pupil Registration\) \(England\) 2006](#).
- 24.5 When removing a child's name, Shawfield Primary 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.

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

24.6 Shawfield Primary 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 Education Inclusion Team. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify Education Inclusion at the earliest opportunity.

25. Pupils Missing Out of Education

- 25.1 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'.
- 25.2 The school will gain consent (if required in statute) from parents to put in place alternative

provision and/or a reduced or modified timetable.

- 25.3 The school will ensure that and parents (and the local authority where the pupil has an EHCP) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed;
- 25.4 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;
- 25.5 The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child .
- 25.6 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.
- 25.7 The school leadership will report to governors of any formal direction of a pupil to alternative provision to improve behaviour.
- 25.8 The school leadership will report to governor's information regarding the use and effectiveness of the use of alternative provision and modified timetables.

26. School Attendance and Behaviour

- 26.1 Additional policies and procedures are in place regarding school attendance and behaviour.
- 26.2 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.
- 26.3 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.

27. Online Safety

- 27.1. Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as facebook, twitter, instagram, snapchat and oovoo.
- 27.2. Unfortunately, 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 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
- 27.3. Shawfield Primary 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 (See flowchart, Appendix 11).
- 27.4. 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 Tom Hilyard.

Where a concern about children online activity has been identified as a concern, an E-safety slip will be sent home to parents/carers.

Any slips will be recorded though the school's safeguarding system CPOMS

28. Peer on Peer Abuse

- 28.1. 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. Shawfield 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.
 - 28.1.1. 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.
 - 28.1.2. 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.
 - 28.1.3. Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
 - 28.1.4. 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.
- 28.2. 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.
- 28.3. 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).
- 28.4. Shawfield Primary School aims to reduce the likelihood of peer on peer abuse through;
 - 28.4.1. the established ethos of respect, friendship, courtesy and kindness;
 - 28.4.2. high expectations of behaviour;
 - 28.4.3. clear consequences for unacceptable behaviour;
 - 28.4.4. providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
 - 28.4.5. systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
 - 28.4.6. robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.
- 28.5. Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Shawfield Primary School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
- 28.6. Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using Shawfield Primary school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

- 28.7. Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

29. Allegations against staff

- 29.1. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 29.2. All Staff should be aware of the school's Behaviour Management policy and the Staff Behaviour policy
- 29.3. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- 29.4. We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.
- 29.5. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of School⁶.
- 29.6. The Head of School on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)⁷ at the earliest opportunity and before taking any further action.
- 29.7. If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, without notifying the Head of School first.
- 29.8. The school will follow the Surrey procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education and the school's Whistleblowing policy and procedures.
- 29.9. Suspension of the member of staff, excluding the Head of School, against whom an allegation has been made, needs careful consideration, and the Head of School will seek the advice of the LADO and an HR Consultant in making this decision.
- 29.10. There may be situations when the Head of School 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.
- 29.11. In the event of an allegation against the Head of School, the decision to suspend will be made by the Chair of Governors with advice as in 29.9 above.
- 29.12. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- 29.13. Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

⁶ or Chair of Governors in the event of an allegation against the Head of School

⁷ Duty LADO 0300123 1650 option 3

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

30. Whistle-blowing

- 30.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 30.2. 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 Education Officer/LADO following the Whistleblowing Statement.⁸ (Appendix 12)
- 30.3. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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.
- 30.4. Whistle-blowing re the Head of School should be made to the Chair of the Governing Body whose contact details are readily available to staff.

31. Restrictive Physical Intervention -

Our school policy is set out in a separate document.

- 31.1. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 30.5. Such events should be recorded and signed by a witness.
- 30.6. Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Touch and/or MAPA trained techniques.
- 30.7. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 30.8. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.⁹
- 30.9. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.
- 30.10. 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.
- 30.11. Surrey County Council guidance [Touch and the use of restrictive Physical Intervention When Working with Children and Young People](#) provides further detailed information.

⁸ General guidance on whistleblowing can be found in the [Whistleblowing for Employees](#) guidance.

⁹ 'Guidance on Safer Working Practices is available on the DfE website

32. Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

33. This policy also links to our policies on:

Behaviour,
Staff Behaviour Policy
Anti-bullying,
Health & Safety
Allegations against staff,
Responding to parental concerns,
Attendance,
Curriculum
PSHE
Teaching and Learning
Supporting Children with medical conditions
Relationships and Sex Education
E-Safety, including staff use of mobile phones
Risk Assessments
Recruitment and Selection
Intimate Care and Toileting
Equality Policy
Lettings
SEND Policy

34. Monitoring and Evaluation

Our Safeguarding and Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body (GB) minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires



Appendix 1

Safeguarding Children at Shawfield Primary School

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Shawfield Primary School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

This means that we have a Child Protection and Safeguarding Policy which describes the procedures we have in place. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. The policy is available for parents and carers to read on the school website or from the school office on request.

Sometimes when there are concerns about a child's welfare we may need to share information and work in partnership with other agencies. We will ensure that concerns about pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Key Personnel

The Designated Safeguarding Lead (DSL) is: Stephen Corcoran
Contact details: email: head@shawfield.surrey.sch.uk Telephone: 01252 320379

The deputy DSL(s) is/are: Tom Hilyard, Su Purchas, Debora Griffith and Angela Dixon.
Contact details: email: t.hilyard@shawfield.surrey.sch.uk, s.purchas@shawfield.surrey.sch.uk,
d.griffiths@shawfield.surrey.sch.uk
a.dixon@shawfield.surrey.sch.uk Telephone: 01252 320379

The nominated child protection governor is: Mick Luck
Contact details: email: mickluck@btinternet.com Telephone 01252 315073

The Head of School is: Stephen Corcoran
Contact details: email: head@shawfield.surrey.sch.uk Telephone: 01252 320379

The Chair of Governors is: Keith Dixon
Contact details: email: gov@dixonsquad.uk Telephone: 01252 311055

If you are concerned about a child's welfare, please record your concern, and any observations or conversation heard, and report to the DSL as soon as possible the same day. Do NOT conduct your own investigation.

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is unsuitable to work with children) then you should report this to the Head Teacher (or the Chair of Governors if the concern relates to the Head Teacher) – who will consider what action to take.

Appendix 2

SHAWFIELD PRIMARY SCHOOL

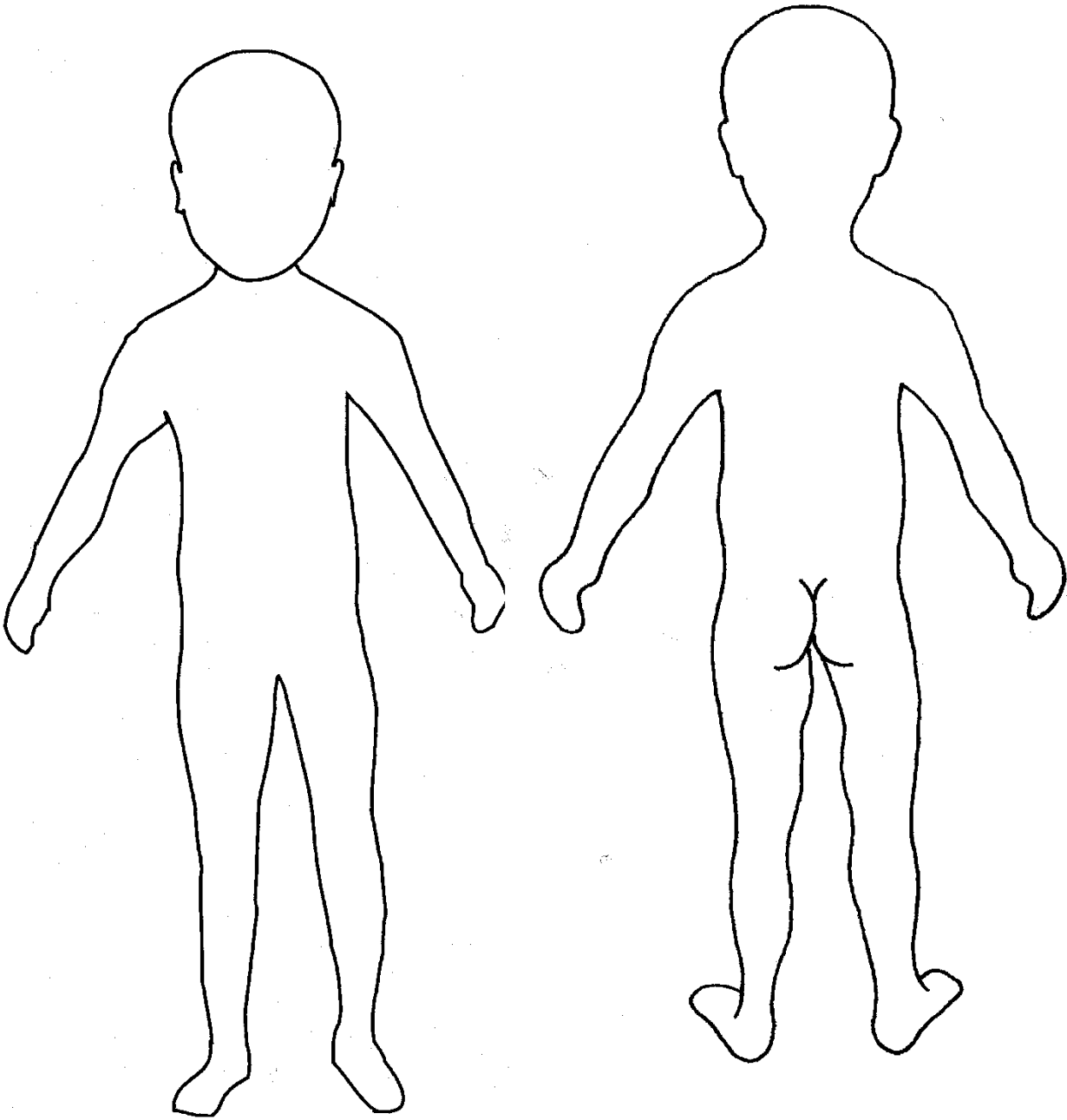
RECORD OF CONCERN/DISCLOSURE

Child's Name :	Child's DOB :
Your account of the concern/disclosure (what was said, observed, reported and by whom, who was present, when did the event take place?):	
BODY MAP ATTACHED? YES <input type="checkbox"/> NO <input type="checkbox"/>	
Additional information (your opinion, context of concern/disclosure):	
Your response (what did you do/say following the concern/disclosure):	
Your name :	Your signature :
Your position in school :	
Date and time of this recording :	
Action and response of Head of School (CPLO)/HSLW:	
Name:	Date:

Appendix 3

THIS FORM MUST BE PASSED IMMEDIATELY TO THE HEAD OF SCHOOL OR DSL REPRESENTATIVE

BODY MAP



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 Partnership 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 [Neglect Risk Assessment Tool](#) is available to provide a more detailed information regarding the assessment of neglect.

Indicators of abuse

Neglect

The nature of neglect

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

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

Neglect can include parents or carers failing to:

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

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

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

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

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

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

Indicators of neglect

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

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The [Neglect Risk Assessment Tool](#) provides staff with a resource to identify and act on concerns regarding neglect.

Physical indicators of neglect

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

Behavioural indicators of neglect

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

Emotional abuse

The nature of emotional abuse

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

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

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

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

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

It is sometimes possible to spot emotionally abusive 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 [SSCP Professional 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.

Appendix 5

Sexual violence and sexual harassment between children in schools

Peer on Peer Abuse – Policy Framework

Context

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

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

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

Policy

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

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

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

We will minimise the risk of peer on peer abuse by:- teaching through a PSHE curriculum, discussing children's concerns through RSE and sharing this with a member of the DSL team should there be any concerns. Equipping the children with an understanding about the dangers of social media. Giving children a voice using our 'Write it Down scheme.' Utilising ELSA support and advice from external agencies where necessary.

Prevention

Taking a whole school approach to safeguarding & child protection

Providing training to staff

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

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.

Children making a report of sexual violence or sexual harassment including "upskirting" (which is a criminal offence) will be taken seriously, kept safe and be well supported.

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

Staff taking the report will inform the DSL or the Deputy DSL immediately.

Staff taking a report will never promise confidentiality.

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

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

Risk Assessment:-

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

The Risk assessment will consider;

- The victim, especially their protection and support.

- The alleged perpetrator, their support needs and any discipline action.

- All other children at the school.

- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

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

Support regarding risk assessments can be accessed from the [Education Safeguarding Team](mailto:education.safeguarding@surreycc.gov.uk) – education.safeguarding@surreycc.gov.uk

Action: The DSL will consider:-

- The wishes of the victim.

- The nature of the incident including whether a crime has been committed and the harm caused.

- Ages of the children involved.

- Developmental stages of the children.

- Any power imbalance between the children.

Any previous incidents.

Ongoing risks.

Other related issues or wider context.

Options: The DSL decision making regarding the issue with the following possible options:-

Manage internally

Early Help intervention

Request for support to the C-SPA

Report to the police (generally in parallel with a request for support to the C-SPA)

Ongoing Response:

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

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

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

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

Where a criminal investigation into sexual assault leads to a conviction or caution, the school 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, the Head of School should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises. 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 2019](#)

[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 recognise 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

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

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.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

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

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

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

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

Red behaviours 9-13

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

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

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.

What is an amber behaviour?

Appendix 7

Child Sexual Exploitation – Indicator and Signs of Abuse

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:

- going missing from home or school
- regular school absence/truancy
- 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.

Appendix 7

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

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

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

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 Leon, 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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children's services.

Appendix 8

Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

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

Appendix 9

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 Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

What to do if you have an online safety concern:

A concern is raised

Refer to the DSL if concerns are about a child
 Refer to Headteacher if concerns are about staff
 Refer to Chair of Governors if concerns are about the Headteacher

If concerns are about staff or headteacher refer to LADO before taking any further action

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

Incident closed
 (Is counselling or advice required?)

Who is involved?

Child as instigator

Child as victim

Staff as victim

Staff as instigator

Establish level of concern.
 (Screening tool)

Establish level of concern.
 (Screening tool)

Establish level of concern.
 (Screening tool)

Establish level of concern.
 (Screening tool)

DSL to consider need for CP referral

Potential illegal or child protection issues?

Other children involved?
 Yes

No

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

SSCB Child Protection Procedures refer to LADO

If appropriate, disconnect computer, seal and store.

Counselling
 Risk assessment

School disciplinary and child protection procedures
 (possible parental involvement)

Possible legal action

Possible legal action

Duty LADO: 0300 200 1006 (Local Authority Designated Officer)
 Children's Services Area Teams

Child Protection

Appendix 12

Shawfield Primary School Safeguarding Children: Whistleblowing

This guidance is written for staff and any adult paid or voluntary working with children and young people in education settings including maintained schools and is in line with Surrey Children's Services "Staff Concerns and the Freedom to express them ("Whistleblowing") " SCC November 2002.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong – think what if I'm right

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach your immediate manager, Head of School, or the Designated Safeguarding Lead (DSL)
- If your concern is about your immediate manager/Head of School, or you feel you need to take it to someone outside the school, contact the Local Education Officer for your area (01483 517835) or LADO 0300 123 1650 option 3.
- Make sure you get a satisfactory response – do not let matters rest
- Ideally you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Safe reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, Human Resources Department and/or your professional or trade union.

Appendix 13

Confirmation of compliance

I hereby confirm that I have read, understood and agree to comply with Shawfield Primary School's staff behaviour policy.

Name

Position/Post Held.....

Signed Date

Once completed please return this form to the Head of School.

Appendix 14

Further advice on child protection is available from:

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

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

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

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

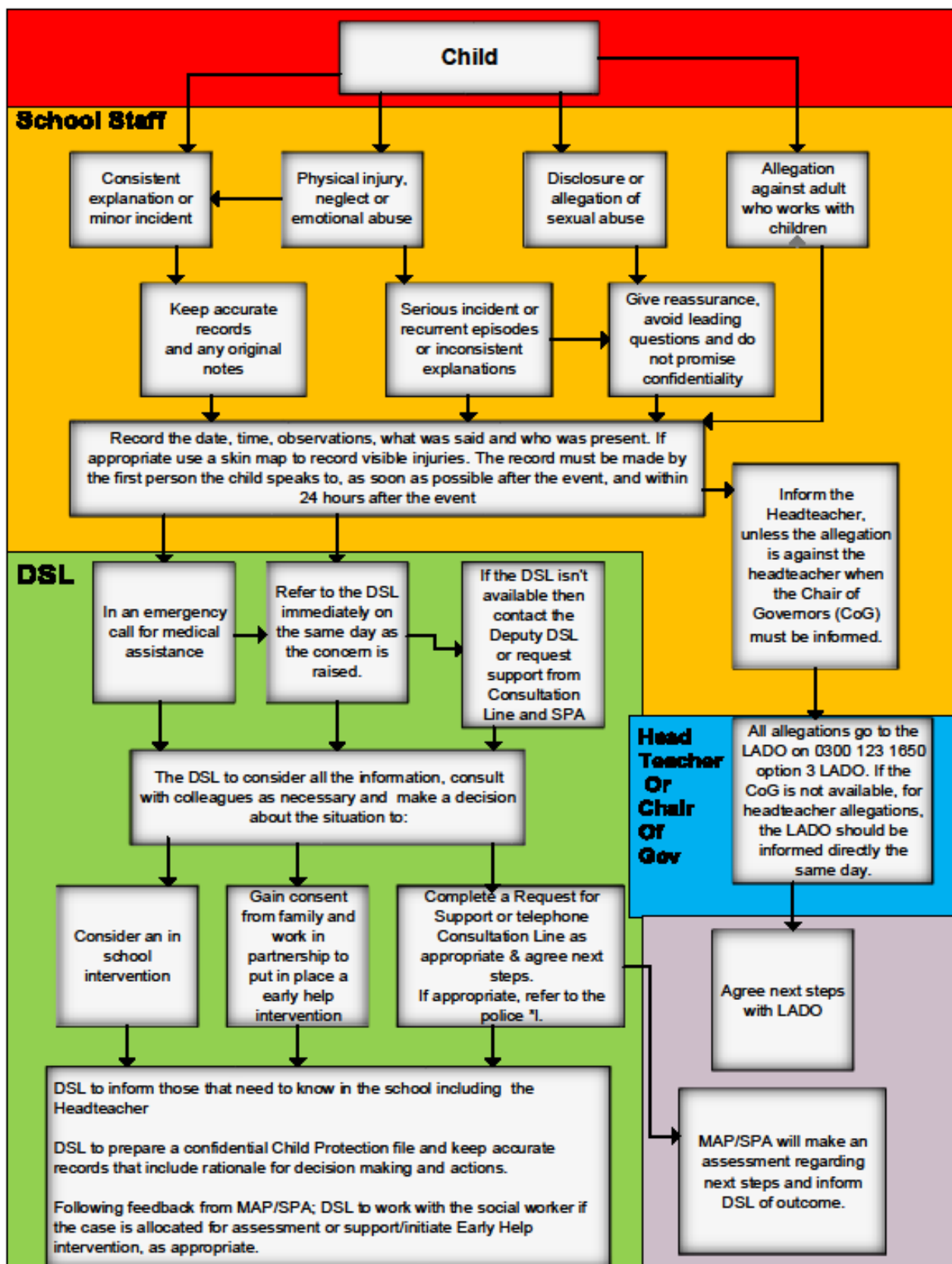
Beat Bullying: <http://www.beatbullying.org/>

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

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

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

Appendix 15 – Child Protection Procedures Flowchart (SSCP Guidance)



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



E – Safety concern

We are sending this note home to let you know that your child, _____, has told us that he/she has been playing the following games at home which we believe have an age restriction.

As part of our duty of care we are informing all parents and carers when we hear of any of the children using games or websites with age restrictions.

If you would like some help or advice on internet safety, why not have a look at the website www.childnet.com .

Kind regards

The Shawfield Primary School Safeguarding Team



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