



# Shawfield Primary School

## Safeguarding and Child Protection Policy

September 2022

Designated Safeguarding Lead: Stephen Corcoran

Safeguarding Governor: Graham Thomas

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## **Child Protection and Safeguarding Policy 2022**

<b>Governors' Committee Responsible:</b>	Full Governors
<b>Governor Lead:</b>	Graham Thomas
<b>Nominated Lead Member of Staff:</b>	Mr Stephen Corcoran, Headteacher
<b>Status &amp; Review Cycle:</b>	Statutory Annual
<b>Next Review Date:</b>	Autumn 2023

### **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.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

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 in order to keep children safe in our setting. 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 their parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

#### **Key Personnel**

**The Designated Safeguarding Lead (DSL) is** Stephen Corcoran

Contact details: email: [head@shawfield.surrey.sch.uk](mailto:head@shawfield.surrey.sch.uk) Telephone: 01252 320379

**The deputy DSL(s) is/are** Tom Burford, Debora Griffith and Angela Dixon.

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**The nominated child protection governor is:** Graham Thomas

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**The Headteacher is** Stephen Corcoran

Contact details: email: [head@shawfield.surrey.sch.uk](mailto:head@shawfield.surrey.sch.uk) Telephone: 01252 320379

**The Chair of Governors is** Mick Luck

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## Terminology

**Safeguarding** and promoting the welfare of children is defined as:

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

**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 possible as any needs emerge or are identified at any point in a child's life.

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

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

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

**Social Care** refers to Children's Services in the 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

**DSL** where appropriate also refers to Deputy Designated Safeguarding Lead (DDSL).

## 1. 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 (as amended)
- 1.2. All action taken by Shawfield Primary School will be in accordance with:  
Statutory, national and local guidance – this includes
  - 'Working Together to Safeguard Children' 2018, which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of settings.
  - 'What to do if You are Worried a Child is Being Abused' 2015.<sup>1</sup>
  - Keeping Children Safe in Education (KCSIE, 2022) is statutory guidance issued by the Department for Education (DfE) which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
  - Early Years Foundation Stage statutory framework (2021) is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5 years in Ofsted registered settings
  - Local Guidance from the Local Safeguarding Partnership: Surrey Safeguarding Children Partnership (SSCP) including 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

- [Surrey Safeguarding Children Partnership protocols, guidance and procedures](#)
- [Working Together to Safeguard Children 2018](#)
- [Keeping children safe in education 2022](#)
- [Disqualification under the Childcare Act 2006 \(updated 2019\)](#)
- [FGM Act 2003 Mandatory Reporting Guidance 2015 \(updated January 2020\)](#)
- ['What to do if you are worried a child is being abused' 2015](#)
- [Teachers' standards](#)
- [Information sharing advice for safeguarding practitioners](#)
- [The Equality Act 2010](#)
- [Early years foundation stage \(EYFS\) statutory framework](#)
- SCC Safeguarding Children Missing Education (CME) and Educated Other Than at School (EOTaS) – available on [Surrey Education Services \(Education Safeguarding Team Resources Hub\)](#)
- SCC Touch and The Use Of Physical Intervention When Working With Children And Young People – available on [Surrey Education Services \(Education Safeguarding Team Resources Hub\)](#)

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

## **Equalities Statement**

- 1.5 With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:
- 1.6 Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- 1.7 Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- 1.8 Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.
- 1.9 Details of our specific duties are published under Shawfield Primary School Equality policy and measurable objectives. This is available on our school website.
- 1.10 Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy.
- 1.11 Shawfield Primary School also adheres to the principles of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

## **2. Policy Principles and Values**

- 2.1. The welfare of the child is paramount
- 2.2. Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
- 2.3. All children have a right to be protected from harm and abuse.
- 2.4. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- 2.5. We recognise that all adults, including temporary staff<sup>2</sup>, 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.
- 2.6. 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.
- 2.7. Pupils and staff involved in child protection issues will receive appropriate support.
- 2.8. 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.
- 2.9. 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.
- 2.10 We maintain a "zero-tolerance" approach to sexual violence and sexual harassment.
- 2.11 We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

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<sup>2</sup> 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. 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 their statutory responsibilities to safeguard children through 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 for children.
- 3.6. To emphasise the need for good levels of communication between all members of staff
- 3.7. To ensure that children are treated with respect and dignity, taught how to treat each other and staff with respect, feel safe have a voice and are listened to.
- 3.8. To enable early identification of need for vulnerable learners and provision of proportionate intervention to promote their welfare and safety.
- 3.9. To provide robust school systems and procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
- 3.10. To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.
- 3.11. 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 2022 guidance), and a single central record is kept for audit.
- 3.12. We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

## 4. Supporting Children

- 4.1 We recognise that the school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.2 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.
- 4.3 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.
- 4.4 Our school will support all children by:
  - Promoting a caring, safe, and positive environment within the school.
  - Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - Responding sympathetically to any requests for time out to deal with distress and anxiety.
  - Offering details of helplines, counselling, or other avenues of external support.
- 4.5 Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes staying safe online.
- 4.6 We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- 4.7 We will notify Social Care without delay if there is an immediate risk of significant harm.
- 4.8 We will provide continuing support to children 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.

Shawfield Primary School recognises that a number of families reside within the local authority of Hampshire. DSL and school staff are aware of the safeguarding and statutory arrangements in Hampshire.
- 4.9 The DSL team will liaise with professional services, cross border to support the needs children and families.

### 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:
  - Work to establish and maintain an ethos where children feel secure, are encouraged to talk, and are always listened to.
  - 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
  - Ensure that all children know there is a trained, trusted adult in the school whom they can approach if they are worried or in difficulty.

- 4.2.3 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.
- 4.2.4 Our curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special education needs or disabilities.
- 4.2.5 Provide education that creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence and sexual harassment.
- 4.2.6 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. Professional expectations, roles and responsibilities**

We will ensure that;

- 5.1 The school operates a safer recruitment procedure in line with KCSIE 2022 that includes statutory checks on staff suitability to work with children.
- 5.2 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 2022 part 1 and annex B on induction.
- 5.3 All staff receive safeguarding and child protection training (including online safety) 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 to continue to provide them with the relevant skills and knowledge to safeguard children effectively.
- 5.4 All staff 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.
- 5.5 All members of staff are trained in and receive regular updates in online safety and reporting concerns.
- 5.6 All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.
- 5.7 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.
- 5.8 The Safeguarding and 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 newsletter/website.
- 5.9 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding and Child Protection Policy.

- 5.10 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.
- 5.11 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and ensure that any groups using the school premises have Safeguarding and Child protection policies and procedures in place.
- 5.12 Community users organising activities for children are aware of the school's Child Protection and Safeguarding Policy, guidelines, and procedures.
- 5.13 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)

## 6. Roles and Responsibilities

### All School Staff:

All staff have a key role to play in identifying concerns early and in providing help for children.

To achieve this, they will:

- 6.1 Maintain a “zero-tolerance” approach to sexual violence and sexual harassment
- 6.2 Read and understand Part 1 of statutory guidance KCSIE (2022). Those working directly with children will also read Annex B
- 6.3 In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the DSL.
- 6.4 Know who and how to contact the DSL and DDSL, the Chair of Governors, and the Governor responsible for safeguarding.
- 6.5 Provide a safe environment in which children can learn.
- 6.6 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- 6.7 Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- 6.8 Be aware of indicators of abuse and neglect understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- 6.9 Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
  - who may need a social worker and may be experiencing abuse or neglect
  - requiring mental health support
  - may benefit from early help
  - where there is a radicalisation concern
  - where a crime may have been committed
- 6.10 To be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 6.11 Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- 6.12 Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Safeguarding and Child Protection Policy and procedures.
- 6.13 Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- 6.14 Attend training in order to be aware of and alert to the signs of abuse and neglect.
- 6.15 Maintain an attitude of "it could happen here" with regards to safeguarding.
- 6.16 Understand that safeguarding is "everyone's responsibility".
- 6.17 Know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children' (2018), and 'What to do if you are worried a child is being Abused' (2015).
- 6.18 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.
- 6.19 Be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- 6.20 Follow the allegations procedures as set out in this policy, as defined in KCSIE, 2022 (page 45) (Appendix 12) if the disclosure is an allegation against a member of staff.

- 6.21 Report low-level concerns (as defined in KCSIE 2022) about any member of staff/supply staff or contractor to the DSL (or deputy) and where a low-level concern is raised about the DSL it will be shared with the Headteacher. Where concerns are raised regarding the Headteacher these will be shared with the Chair of Governors. Internal procedures will be in line with Surrey LADO Guidance.
- 6.22 Follow the procedures set out by the Surrey Safeguarding Children's Partnership and take account of guidance issued by the Department for Education.
- 6.23 Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan. and be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- 6.24 Treat information with confidentiality but never promising to "keep a secret".
- 6.25 Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- 6.26 Have an understanding of early help and be prepared to identify and support children who may benefit from Early Help.
- 6.27 Will identify children who may benefit from early help, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school's pastoral support process or an early help assessment). In some circumstances it may be appropriate for a member of school staff to act as the Lead Professional in Early Help cases.
- 6.28 Liaise with other agencies that support pupils and provide Early Help.
- 6.29 Know who the DSL and Deputy DSL are and know how to contact them.
- 6.30 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.
- 6.31 Assist the Governing Body and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- 6.32 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- 6.33 Be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may does not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

## 6.2 The Headteacher

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

- 6.2.1 The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- 6.2.2 The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- 6.2.3 That the school has appropriate policies in place that make it clear that sexual harassment, online sexual abuse, and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- 6.2.4 That the school staff have appropriate knowledge of KCSIE 2022 part 5 the government's 'Keeping children safe in education' guidance. (Child-on-child sexual violence and harassment)
- 6.2.5 That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. And that comprehensive records of all allegations are kept.
- 6.2.6 All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.
- 6.2.7 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.
- 6.2.8 Provide opportunities for a co-ordinated offer of Early Help when additional needs of children are identified.
- 6.2.9 Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- 6.2.10 With the designated safeguarding lead ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.



- 6.2.11 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.
- 6.2.12 Child-centred systems and processes are in place for children to express their views and give feedback.
- 6.2.13 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.
- 6.2.14 Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- 6.2.15 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).
- 6.2.16 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.
- 6.2.17 Record "low level concerns" in cases which concern a member of staff/supply staff/contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

### **6.3 The Designated Safeguarding Lead:**

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

- 6.3.1 Details of the DSL and DDSL are available on the Shawfield Primary School website, our newsletter, notice board in reception and displayed clearly around the school site.
- 6.3.2 Holds the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated.
- 6.3.3 Will have an "it could happen here" approach to safeguarding.
- 6.3.4 The National Police Chiefs' Council (NPCC) [When to call the police](#) should help a designated safeguarding leads understanding when they should consider calling the police and what to expect when they do so.
- 6.3.5 Will liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.
- 6.3.6 Where necessary contact Surrey's Child Protection Consultation Line for advice and support (0300 470 9100 option 3)
- 6.3.7 Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the C-SPA, and act as a point of contact and support for school/college staff. Requests for support should be made securely by

email to [cspa@surreycc.gov.uk](mailto:cspa@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).

- 6.3.8 Report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the Prevent referral form to refer cases by e-mail to [preventreferrals@surrey.pnn.police.uk](mailto: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 dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

- 6.3.9 The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- 6.3.10 Will refer cases where a crime may have been committed to the Police as required.
- 6.3.11 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.
- 6.3.12 Will follow DfE and KCSIE 2022 guidance 'Child on Child 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)
- 6.3.13 When there has been a report of sexual violence, make an immediate risk and needs assessment. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.
- 6.3.14 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.
- 6.3.15 Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- 6.3.16 Ensure that the names of the DSL and DDSL, are clearly advertised, with a statement explaining the setting's role in referring and monitoring cases of suspected abuse.
- 6.3.17 Will encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- 6.3.18 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.
- 6.3.19 Will have a secure working knowledge of SSCP procedures and understands the assessment process for providing early help and statutory intervention, including the in line with Surrey's Effective Family Resilience levels of need document.
- 6.3.20 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.
- 6.3.21 Have a working knowledge of how Surrey Country Council conduct an initial child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- 6.3.22 Understand the lasting impact that adversity and trauma can have, including on the children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

- 6.3.23 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.
- 6.3.24 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 Effective Family Resilience Framework (Levels of Need) document to inform decision making and liaison with relevant agencies.
- 6.3.25 Will be alert to the specific needs of children in need, those with SEND and young carers.
- 6.3.26 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.
- 6.3.27 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.
- 6.3.28 Will ensure that an indication of the existence of the additional child protection file is marked on the pupil school file record.
- 6.3.29 Will Ensure that when a child transfers setting (including in-year), their safeguarding/child protection file is passed to the new setting as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- 6.3.30 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 of confirmation of receipt.
- 6.3.31 Ensure that where a child transfers to a setting and is on a child protection plan, child in need plan or is a child looked after, their information is passed to the new setting immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency settings transition meeting if the case is complex or on-going.
- 6.3.32 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.
- 6.3.33 Will report to the Headteacher any significant issues for example, use of the Surrey FaST Resolution Process enquiries under section 47 of the Children Act 1989 and Police investigations.
- 6.3.34 Will ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- 6.3.35 Will organise safeguarding and child protection 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.

- 6.3.36 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 B and ensure that the policies are used effectively.
- 6.3.37 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.
- 6.3.38 Ensure each member of staff has access to, and understands, the setting's Safeguarding and Child Protection policy procedures, especially new and part-time staff.

- 6.3.39 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.
- 6.3.40 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.
- 6.3.41 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- 6.3.42 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and leadership staff.
- 6.3.43 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.
- 6.3.44 Contribute to and provide, with the Headteacher and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Surrey County Council, Education Safeguarding Team.
- 6.3.45 Contribute to and provide, with the Headteacher and Chair of Governors, the biennial (s157 s175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via The Virtual College – ENABLE to Surrey County Council.
- 6.3.46 Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2022.

#### **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 There is a whole school approach to safeguarding involving everyone in the setting and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- 6.5.2 A nominated governor for safeguarding is identified.
- 6.5.3 The Governing Body will ensure that all members receive appropriate safeguarding and child protection (including online) training at induction. This training should

equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the setting are effective and support the delivery of a robust whole setting approach to safeguarding. Training should be regularly updated.

- 6.5.4 The child's wishes and feelings are considered when determining what action to take and what services to provide.
- 6.5.5 The school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour, a Behaviour Policy, and a response to children who go missing from education.
- 6.5.6 Ensure policies are consistent with Surrey Safeguarding Children's Partnership (SSCP) and statutory requirements, are reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt and that the Safeguarding and Child Protection policy is available on the setting website.
- 6.5.7 The SSCP is informed in line with local requirements about the discharge of duties via the Biennial (s 157 s 175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via The Virtual College – ENABLE to Surrey County Council.
- 6.5.8 Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks.
- 6.5.9 Staff have been trained appropriately and this is updated in line with guidance and all staff have read KCSIE (2022) part 1 and Annex B. Additionally, there are mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- 6.5.10 That at least one member of the governing body has completed safer recruitment training to be repeated every five years.
- 6.5.11 Ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, is integrated, aligned, and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning.
- 6.5.12 The Governing Body regards the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children.
- 6.5.13 That all staff including temporary staff and volunteers are provided with the school's Safeguarding and Child Protection Policy and Staff Behaviour policy.
- 6.5.14 That the school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- 6.5.15 Policies and processes are in place to deal with concerns (including allegations)

which do not meet the harm threshold or "low level concerns" as defined in KCSIE 2022.

- 6.5.16 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.
- 6.5.17 That on appointment, the DSL and deputy(ies) undertake interagency training (SSCP Foundation Modules 1&2) and also initially undertake DSL 'New to Role' with 'Refresher' training every two years as well as attending DSL network events, to refresh knowledge and skills.
- 6.5.18 The governors and school will ensure that appropriate online filtering and monitoring systems are in place to safeguard children online.
- 6.5.19 Ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- 6.5.20 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).
- 6.5.21 That the school will comply with DfE and Surrey County Council Children Missing Education requirements (page 35).
- 6.5.22 Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- 6.5.23 Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2022 Annex C.
- 6.5.24 Enhanced DBS checks (without barred list checks unless the governor is also a volunteer at the school) are in place for all Governors.
- 6.5.25 Ensure section 128 checks are undertaken as defined in KCSIE 2022.
- 6.5.26 Ensure where organisations hire or rent out school facilities/premises (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.
- 6.5.27 That any weaknesses in Safeguarding are remedied immediately.



## **7. Confidentiality and Sharing Withholding 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 The school will refer to the guidance in the in the data protection: toolkit for schools - <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools> guidance to support schools with data protection activity, including compliance with the GDPR.
- 7.3 Information will be shared with staff within the school who 'need to know'.
- 7.4 Relevant staff have due regard to Data Protection principles which allow them to share (and withhold) information.
- 7.5 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.
- 7.6 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.
- 7.7 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 7.8 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 Headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.
- 7.9 All staff will always endeavour 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. Reporting and responding to safeguarding concerns**

- 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 Make an initial record of the information related to the concern as soon as possible Yellow Form (Appendix 2) and Body Map where necessary (Appendix 3)
  - 8.5.2 Report it to the DSL immediately.
  - 8.5.3 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 Make an accurate record 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
  - 8.5.5 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.

## **8.2 Following a report of concerns the DSL must:**

- 8.2.1 Using the Surrey Effective Family Resilience Levels of Need Document decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the C-SPA and the Police if it is appropriate
- 8.2.2 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.
- 8.2.3 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/carers 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
- 8.2.4 The child's views should also be considered.
- 8.2.5 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: [cspa@surreycc.gov.uk](mailto:cspa@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
- 8.2.6 If it is suspected that a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA consultation line to discuss concerns.
- 8.2.7 When a child needs urgent medical attention and there is suspicion of abuse the DSL should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA.
- 8.2.8 The DSL should seek advice about what action the C-SPA will take and about informing the parents/carers, remembering that parents/carers should normally be informed that a child requires urgent hospital attention.
- 8.2.9 The exception to this process will be in those cases of known FGM where there is a mandatory reporting duty for the teacher to report directly to the Police where they either:
- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
  - Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth.
- 8.2.10 If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help.

## **8.3 If staff are concerned about a child's welfare**

- 8.3.1 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.

- 8.3.2 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.
- 8.3.3 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.
- 8.3.4 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.
- 8.3.5 Staff should use the Expression of Concern Form [Appendix 2] to record these early concerns and give the completed form to the DSL.
- 8.3.6 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.

- 8.3.7 If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.
- 8.3.8 **Records of incidents or concerns must be uploaded to the Shawfield CPOMS system at the earliest available opportunity.**

## **8.4 If a pupil discloses to a member of staff**

- 8.4.1 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.
- 8.4.2 Sometimes they may not be aware that what is happening is abuse.
- 8.4.3 A member of staff who is approached by a child should listen positively and try to reassure them.
- 8.4.4 They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe.
- 8.4.5 The degree of confidentiality should always be governed by the need to protect the child.
- 8.4.6 Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English.
- 8.4.7 It is important to communicate with them in a way that is appropriate to their age, understanding and preference.
- 8.4.8 All staff should know who the DSL is and who to approach if the DSL is unavailable.
- 8.4.9 All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.
- 8.4.10 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.

## **8.5 During their conversation with the pupil staff will;**

### **Receive**

- Listen to what the child has to say and allow them to speak freely, without displaying shock or disbelief
- Accept what is said and take it seriously.
- Make a note of what has been said as soon as practicable

### **Reassure**

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

### **Respond**

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details

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

## **Report**

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

## **Record**

- If possible, make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file (these should be scanned into CPOMS)
- Record the date, time, place, person/s present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

## **Remember**

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

## **Review (led by DSL)**

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

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 Headteacher or Safeguarding Governor of the school and/or may contact the C-SPA.

## **8.6 Notifying Parents**

- 8.6.1 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.
- 8.6.2 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.
- 8.6.3 Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

## **8.7 Making a referral**

- 8.7.1 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 Effective Family Resilience (Levels of Need) document<sup>3</sup>.
- 8.7.2 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.
- 8.7.3 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.
- 8.7.4 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.
- 8.7.5 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.
- 8.7.6 Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

## **8.8 Supporting Staff**

- 8.8.1 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.
- 8.8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.
- 8.8.3 We will provide supervision for our HSLWs and ELSAs on a regular basis and other staff as required
- 8.8.4 Staff may access the 'help employee assistance service'
- 8.8.5 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. Safeguarding concerns and allegations against adults who work with children

Surrey's LADO procedure will be followed where it is alleged that anyone working in the setting that provides education for children under 18 years of age, including supply staff, volunteers and contractors or another adult who works with children has:

- *behaved in a way that has harmed a child, or may have harmed a child;*
- *possibly committed a criminal offence against or related to a child; or*
- *behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children*
- *behaved or been involved in an incident outside of a setting which did not involve children but could impact on their suitability to work with children*

*The last bullet point above includes behaviour that may have happened outside of the setting, that might make an individual unsuitable to work with children, this is known as transferable risk.*

In dealing with allegations or concerns against an adult, staff must without delay:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher immediately.
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO Email: [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk) immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to
- In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.
- If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2022) and the SSCP procedures.

### Low-level concerns

The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the setting may have acted in a way that:

- is inconsistent with the staff behaviour policy, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.



The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the setting's values and expected behaviour set out in the staff behaviour policy are lived, monitored and reinforced constantly by all staff.

Shawfield Primary School creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

Reports should be made to the Headteacher in a timely manner. If the Headteacher has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

## 10. What is Abuse?

The following definitions are taken from Working Together to Safeguard Children (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 Surrey's [Effective Family Resilience and Levels of Need document](#).

### Forms of abuse and neglect

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
- Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- Children may be abused by an adult or adults or by another child or children

**Physical abuse:** a form of abuse which 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 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 from participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.
- Sexual abuse can take place online, and technology can be used to facilitate offline abuse.
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** 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, for example, 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); or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Shawfield Primary School use the [Graded Care Profile 2](#) tool to support better identification and intervention in cases of neglect. The Surrey [Neglect Risk Assessment Tool](#) is used to support with the initial identification of neglect.
- For further information on indicators of abuse can be accessed via [NSPCC](#).

## **Sexual violence and sexual harassment between children in the setting**

### **Child-on-Child Abuse**

- Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or 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 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 reassured that they are being taken seriously and that they will be supported and kept safe.
- 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, adults, and setting staff are supported and protected as appropriate.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) [UKCIS guidance: Sharing nudes and semi-nudes advice for education settings](#)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We believe that all children have a right to attend our setting and learn in a safe environment.

Children should be free from harm by adults and other children.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our Safeguarding and Child Protection policy and in line with KCSiE (2022).

**We are clear that sexual violence and sexual harassment is not acceptable.**

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

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".
- We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. We believe that dismissing or tolerating such behaviours risks normalising them.

**Prevention**

- Taking a whole setting approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the setting'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 robustly to reports of sexual violence and sexual harassment

Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) 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 at school](#) guidance.

The key consideration is for staff not to view or forward illegal images of a child.

The guidance provides more details on what to do when viewing an image is unavoidable.

In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection

### **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 setting.
- The victim and the alleged perpetrator sharing classes and space at setting.
- 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 setting's approach to supporting and protecting children.

Support regarding risk assessments can be accessed from the [Surrey Education Services](#) Education Safeguarding Team Resources Hub.

### **Action:**

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Abuse that occurs online or outside of the setting should not be downplayed and should be treated equally seriously.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.

Nor should a victim ever be made to feel ashamed for making a report.

It is important to explain that the law is in place to protect children rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

### **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.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks to victim, other children, adult students, or staff.
- Other related issues or wider context.

### **Confidentiality:**

The victim may ask the setting not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

### **The DSL should consider:**

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes.

Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains.

The police will take a welfare, rather than a criminal justice approach, in these cases.

The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

### **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)

All concerns, discussions, decisions and reasons for decision will be recorded via entries to the school's secure CPOMS system.

### **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 social care.
- Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, settings should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

- 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 the setting premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the setting 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 setting would seriously harm the education or welfare of the victim (and potentially themselves and other children).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the setting 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 setting, the Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on setting premises and transport.
- The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and any other children and adults affected will receive appropriate support and safeguards on a case-by-case basis.
- The setting will take any disciplinary action against the alleged perpetrator in accordance with the setting behaviour policy.
- The setting recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The setting will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The setting recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.

## **Sexual Abuse**

It is important that settings are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of setting.

When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

(NOTE- Settings should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents.

(NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

### **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent.](#)

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of the setting.

When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

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



- consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

It is important that settings consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

### **Physical Abuse**

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children 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.

### **Harmful Sexual Behaviour (HSB)**

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context.

Staff at Shawfield Primary School have completed training related to HSB.

The [Brook Traffic Light Tool](#) uses a traffic light system to categorise the sexual behaviours of children it can be used 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, Shawfield Primary School can work with other agencies to the same standardised criteria when making decisions and can protect children with a multi-agency approach.

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

## **11. Anti-Bullying/Cyberbullying**

Shawfield Primary School policy on anti-bullying, which is available on the school's website, includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory 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 children who identify as Lesbian, Gay, Bisexual or Transgender (LGBTQ+) are more susceptible to being bullied/victims of child abuse.

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

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

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

LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

## **12. Safety/Cybercrime**

Shawfield Primary School has an online E-safety policy available from the school website, which empowers us to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk, content, contact, conduct and commerce.

Children are taught about online safety throughout the Computing and PSHE curriculum and all staff receive online safety training which is regularly updated. The setting's online safety co-ordinator is Stephen Corcoran.

Shawfield Primary School follow the guidance around [harmful online challenges and online hoaxes](#) when supporting children and sharing information with parents/carers.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL will consider a referral into the [Cyber Choices](#) programme.

This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

## **13. Racist Incidents**

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

## 14. Radicalisation, Extremism and Terrorism

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

Extremism is defined as 'the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

This also includes calling for the death of members of the armed forces.

Radicalisation refers to 'the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is 'an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system.

The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.'

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

Shawfield Primary School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the DfE guidance for settings and childcare providers on preventing children and young people from being drawn into terrorism.

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

The DSL should report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the [Prevent referral form](#) to refer cases by e-mail to [preventreferrals@surrey.pnn.police.uk](mailto:preventreferrals@surrey.pnn.police.uk).

If the matter is urgent then Police must be contacted by dialling 999.

In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

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

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

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture and the setting follows the [Promoting fundamental British values through SMSC](#).

The Governing Body and the DSL will assess the level of risk within the setting 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 setting's profile, community and philosophy.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Further information and a list of such indicators can be found at [Radicalisation and Extremism - Examples and Behavioural Traits \(educateagainsthate.com\)](https://educateagainsthate.com)

## **15. Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.

That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.

It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability.

Children can be victims of domestic abuse.

They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

[Domestic Abuse Act](#) received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Shawfield Primary School is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey settings.

The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in the setting before the child or children arrive at the setting the following day.

This ensures that the setting has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

## **16. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities.

This includes 16 and 17 year olds who can legally consent to have sex.

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

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

Shawfield Primary School is aware there is a clear link between regular non-attendance and CSE.

Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at and make reasonable enquiries with the child and parents/carers to assess this risk.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments.

All staff, but especially the DSL will consider whether children are at risk of abuse or exploitation in situations outside their families

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

In all cases if the DSL identifies any level of concern the DSL should contact the C-SPA and if a child is in immediate danger the Police should be called on 999.

Shawfield Primary School is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim.

As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

Shawfield Primary School includes the risks of sexual exploitation in the PSHE and RSE curriculum.

## **17. Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing.

They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line".

Children are exploited to move, store and sell drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL.

The DSL will then contact the C-SPA and if there is concern about a child's immediate safety, the Police will be contacted on 999.

Shawfield Primary School is aware there is a clear link between regular non-attendance at setting and exploitation.

Staff will consider a child to be at potential risk in the case of regular non-attendance at setting and make reasonable enquiries with the child and parents/carers to assess this risk.

## **18. Serious Violence**

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from the setting
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Staff are aware that violence can often peak in the house just before and after the children attend the setting which includes travelling to and from school.

## 19. Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

## 20. Female Genital Mutilation (FGM)

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 directly and immediately to the Police 101 where they either:

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

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

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

Setting staff are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the setting's Safeguarding and Child protection procedures.

Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the Police by calling 999.

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

## 21. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it.

Coercion may include physical, psychological, financial, sexual, and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

School staff should never attempt to intervene directly as a setting or through a third party.

Contact should be made with the C-SPA and/or the Forced Marriage Unit 0200 7008 0151

## **22. So-called 'Honour'-based abuse (HBA)**

HBA 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 abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

HBA might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

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

## **23. One Chance Rule**

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

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

## **24. Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents.

It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Children who are Looked After (CLA) by the local authority or those who are placed in residential settings, children's homes or hospitals are not considered to be privately fostered.

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

Shawfield Primary School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases.

Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

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

## **25. Looked After Children and Previously Looked After Children**

The most common reason for children becoming looked after is because of abuse and/or neglect.

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.



A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

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

The designated teacher will work with Surrey's Head of Virtual School for both looked after children and previously looked after children.

### **Children with special educational needs and disabilities or health issues**

Children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so

Any reports of abuse will require close liaison with the DSL and the SENDCO. The setting will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

## **26. Children Missing Education**

All children are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any SEND they may have.

Shawfield Primary School recognises that children missing education, can be a vital warning sign of a range of safeguarding possibilities.

They are also at significant risk of underachieving, being victims of abuse and harm, exploitation, radicalisation, and not being in education, employment or training (NEET) later in life.

Where possible the setting will hold more than one emergency contact number for each child.

The setting will ensure that there is a record of joiners and leavers as defined in [The Education \(Pupil Registration\) \(England\) 2006 \(amended 2016\)](#).

When removing a child's name, the setting will notify the Surrey County Council 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 setting, if applicable, and
- (e) the ground in regulation 8 under which the child's name is to be removed from the setting 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 setting register if the

deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii) of [The Education \(Pupil Registration\) \(England\) 2006 \(amended 2016\)](#).

Shawfield Primary School will:

- Enter children on the admissions register on the first day on which the setting has agreed, or has been notified, that the child will attend the setting.
- Notify Surrey County Council 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 child.
- Monitor each child's attendance through their daily register and follow Surrey County Council procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves Shawfield Primary School.
- Shawfield Primary School will notify Surrey County Council when they are about to remove a child's name from the setting 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/carers notify the setting, in writing, of their intention to Electively Home Educate (EHE) the setting will forward a copy of the letter to the Surrey County Council Inclusion Team.

Where parents/carers orally indicate that they intend to withdraw their child to EHE and no letter has been received, Shawfield Primary School will not remove the child from roll and will notify the Inclusion Team at the earliest opportunity.

## **27. Pupils Missing Out on Education (PMOOE)**

Most children engage positively with setting and attend regularly. However, to flourish, some children require an alternative education provision 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/modified timetable may have additional vulnerabilities.

Ofsted refer to these as PMOOE because they are not accessing their education in setting in the 'usual way'.

Shawfield Primary School will gain consent (if required in statute) from parents/carers to put in place alternative provision and/or a reduced or modified timetable

Shawfield Primary School will ensure that parents/carers (and the Local Authority where the child has an Education Health Care Plan (EHCP)) are given clear information about alternative provision placements and reduced/modified timetables: why, when, where, and how they will be reviewed.

We will keep the placement and timetable under review and involve parents/carers 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 child is benefitting from it.

We will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child. The setting continues to be responsible for the safeguarding of that pupil. The setting will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment,

We will comply with regular data returns requested by the Surrey County Council, regarding all children, of statutory setting age, attending alternative provision and/or on a reduced/modified timetable.

The Senior Leadership Team will report to Governors/ information regarding the use and effectiveness of alternative provision and modified/reduced timetables. We will also report to Governors/ any formal direction of a child to alternative provision to improve behaviour.

## **28. Attendance and Behaviour**

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

Shawfield Primary School recognises that absence from and exclusion from school may be indicators of abuse and neglect, including the exploitation of children.

The DSL will regularly liaise with members of staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

Shawfield Primary School will work in partnership with Surrey Police and other partners for reporting children that go missing from the school site.

Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

## **29. Restrictive Physical Intervention**

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

Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques – Positive Touch and Safety Intervention.

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

We recognise that sometimes 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.

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

## **30. Whistleblowing**

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

All staff, including temporary staff/supply staff and volunteers, should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the setting's safeguarding arrangements.

If it becomes necessary to consult outside the setting, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing Policy.

Staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their freephone helpline number 0800 069 8180 and through the [Navex Global web pages](#)

[The NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being

handled by their setting. 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](mailto:help@nspcc.org.uk).

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

### **31. 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.

### **32. Links with other setting policies**

Anti-bullying.  
Behaviour Policy  
Curriculum Policy  
Equality Policy  
E-Safety, including staff use of mobile phones  
Health & Safety  
Intimate Care  
Parental Concerns/Complaints.  
Physical Intervention  
PSHE Policy  
Relationships and Sex Education  
SEND Policy  
Staff Behaviour Policy  
Teaching and Learning  
Whistleblowing

### **Additional Resources**

[Surrey Safeguarding Children Partnership webpages](#)  
[Surrey Education Services \(\[surreycc.gov.uk\]\(http://surreycc.gov.uk\)\)](#) – Education Safeguarding Resources Hub  
[Graded Care Profile 2](#)  
[NSPCC | The UK children's charity | NSPCC](#)  
[CEOP ThinkuKnow webpages](#)  
[Anti Bullying Alliance webpages](#)  
[Childnet International](#)  
[Safer Internet Centre webpages](#)  
[Contextual Safeguarding Network webpages](#)  
[Lucy Faithfull Foundation webpages](#)

### **33. 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 Safeguarding and Child Protection 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](mailto:head@shawfield.surrey.sch.uk) Telephone: 01252 320379

**The deputy DSL(s) is/are:** Tom Burford, Debora Griffith and Angela Dixon.

Contact details: email: [t.burford@shawfield.surrey.sch.uk](mailto:t.burford@shawfield.surrey.sch.uk), [d.griffith@shawfield.surrey.sch.uk](mailto:d.griffith@shawfield.surrey.sch.uk)  
[a.dixon@shawfield.surrey.sch.uk](mailto:a.dixon@shawfield.surrey.sch.uk) Telephone: 01252 320379

**The nominated child protection governor is:** Graham Thomas

Contact details: email: [grahamdavidthomas@gmail.com](mailto:grahamdavidthomas@gmail.com) Telephone: 07734 304047

**The Headteacher is:** Stephen Corcoran

Contact details: email: [head@shawfield.surrey.sch.uk](mailto:head@shawfield.surrey.sch.uk) Telephone: 01252 320379

**The Chair of Governors is:** Mick Luck

Contact details: email: [mickluck@btinternet.com](mailto:mickluck@btinternet.com) Telephone: 01252 315073

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

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

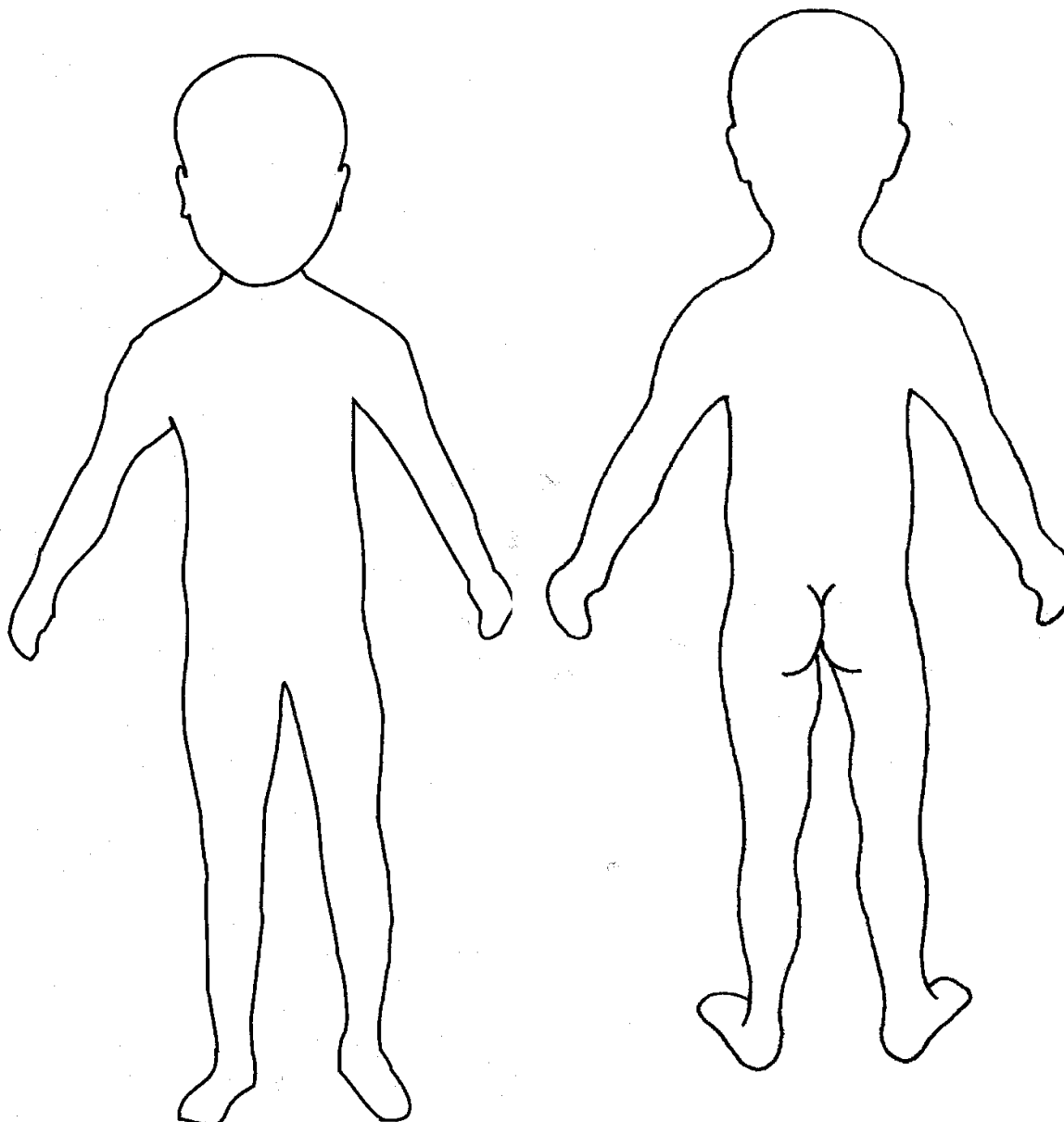
Name: .....

Date:.....

### Appendix 3

THIS FORM MUST BE PASSED IMMEDIATELY TO THE HEADTEACHER OR DSL  
REPRESENTATIVE

#### BODY MAP



## Appendix 4

### 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.

School use the Graded Care Profile 2 tool to support better identification and intervention in cases of neglect (delete as appropriate). The Neglect Risk Assessment Tool is used to support with the initial identification 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 adult 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/Child on Child 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.

This approach takes into consideration [Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance \(DfE 2021\) and the expectations set out in KCSIE \(2021\)](#)

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 other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2021) and following recommendations from the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021).

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/child on child 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**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

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: [cspa@surreycc.gov.uk](mailto:cspa@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](mailto: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 children).

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 Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school 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/child on child 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 2021](#)

[Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance \(DfE 2021\)](#)

## **Harmful Sexual Behaviour**

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and once Brook training has been undertaken it can be used 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 reg

## Appendix 6

### Brook Sexualised Behaviours 0-4

#### What is a green light behaviour?

Green light behaviours are sexual behaviours that are typical and developmentally appropriate. expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.

Spontaneous, curious, light hearted, easily diverted, enjoyable, mutual and consensual

Appropriate to the child's age and/or stage of development  
Activities or play among equals in terms of age, size and ability levels

About understanding and gathering information, balanced with curiosity about other parts of life

Green light behaviours provide opportunities to **talk, explain** and **provide support**.

#### What can you do? Green light

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

#### Example Green light behaviours 0-4

- Comfortable being nude
- Body touching and holding own genitals
- Unselfconscious masturbation
- Interest in body parts and functions
- Wanting to touch familiar children's genitals during play, toilet or bath times
- Participation in games involving looking at and/or touching the bodies of familiar children e.g. "show

me yours and I'll show you mine"

- Asking about or wanting to touch the breasts, bottoms or genitals of familiar adults e.g. when in the bath or shower
- Supervised online communication with family or known peers

#### What is an orange light behaviour?

Orange light behaviours cause concern because of:

The persistence, intensity, frequency or duration of the behaviours

The type of activity or knowledge for the age and/or stage of development

Inequality in age, size, power or developmental ability

Risk to the health and safety of the child or others

Unusual changes in a child's behaviour

Orange light behaviours signal the need to **monitor** and **provide targeted support**.

**They cannot be ignored,** and it is important to think through the options available for the child/young person

#### What can you do? Orange light

Orange behaviours signal the need to pay attention, monitor and gather information to consider appropriate action.

This is a good opportunity to provide sexuality and personal safety education to all of those involved. This may also be an opportunity to help support the child or young person to understand the risks to themselves or to those around them.

The child/young person may also require some form of 1:1 intervention, counselling, and/or protections from harm. It's important to talk to the child/young person about their options for support and involve

parents/carers, if appropriate, or another known adult who is able to support the child.

Recognising that behaviour may be unhealthy is the first step in a process. Dealing with unhealthy sexual behaviour at an early stage can help to prevent subsequent sexually harmful behaviours from developing, which will help to keep the child/young person and those around them safe.

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take.

#### Example Orange light behaviours 0-4

- Masturbation in preference to other activities
- Preoccupation with sexual behaviours
- Explicit sexual talk, art or play
- Persistently watching or following others into private spaces e.g. toilets, bathrooms to look at them or touch them
- Pulling other children's pants down or skirts up against their will
- Touching the genitals/private parts of other children in preference to other activities
- Attempting to touch or touching adults on the breasts, bottom, or genitals in ways that are persistent and/or invasive
- Touching the genitals/private parts of animals after redirection
- Recurrent urinary tract infections
- Communicating online with known people which may include

giving out personally identifying details

## What is a red-light behaviour?

Red light behaviours indicate or cause harm because they are:

Excessive, compulsive, coercive, forceful, degrading or threatening  
Secretive, manipulative or involve bribery or trickery  
Not appropriate for the age and/or stage of development  
Between children with a significant difference in age, developmental ability or power  
Abusive or aggressive  
Red light behaviours signal the need to provide immediate protection and follow up support.

**Red light behaviours signal the need to provide immediate protection and follow up support, and it is important to consider actions carefully.**

## What can you do? Red light

Following an immediate response there will also be a need to monitor and provide sexuality and personal safety education to the child/young person and any others involved. It's important to talk to the child/young person about

their options for further support. This could include some form of 1:1 intervention and/or counselling, and involve parents/carers, if appropriate, or another known adult who is able to support the child.

When determining the appropriate action, identify the behaviour, consider the context and be guided by:

- Relevant national legislation and guidance; are protections from harm and/or a legal response required?
- Organisational policies, procedures and guidance
- Human rights
- The identified risks or needs of the child/young person
- The potential or real risks to others, for example are there any other children involved?

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

**Report harm or abuse.** If you are aware of, or reasonably suspect, a child has been or is being sexually abused, is at

risk of sexual abuse or is at risk of sexually abusing others, you should contact child protection services or the police.

## Examples of Red behaviours 0-4

- Compulsive masturbation which may be self-injurious, of a persistent nature or duration
- Persistent explicit sexual themes in talk, art or play
- Disclosure of sexual abuse
- Simulation of sexual touch or sexual activity
- Persistently touching the genitals/private parts of others
- Forcing other children to engage in sexual activity
- Sexual behaviour between young children involving penetration with objects, masturbation of others, oral sex
- Indication of a sexually transmitted infection
- Communicating online with known and unknown people which may include giving out personally identifying details and/or sexual images or videos



## Brook Sexualised Behaviours 5-7

### What is a green light behaviour?

Green light behaviours are sexual behaviours that are typical and developmentally appropriate. Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.

Spontaneous, curious, light hearted, easily diverted, enjoyable, mutual and consensual

Appropriate to the child's age and/or stage of development  
Activities or play among equals in terms of age, size and ability levels

About understanding and gathering information, balanced with curiosity about other parts of life

Green light behaviours provide opportunities to **talk, explain** and **provide support**.

### What can you do? Green light

Green behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information, explanations, and support.

### Example Green light behaviours 5-7

- Increased sense of privacy about bodies
- Body touching and holding own genitals
- Masturbation with increasing awareness of privacy
- Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine"
- Curiosity about sexuality e.g., questions about babies, gender, relationships, sexual activity

- Telling stories or asking questions, using swear words, 'toilet' words or names for private parts
- Kissing or holding hands with known peers
- Mimicking or acting out observed behaviours such as pinching a bottom
- Supervised online communication with family or known peers

### What is an orange light behaviour?

Orange light behaviours cause concern because of:

- The persistence, intensity, frequency or duration of the behaviours
- The type of activity or knowledge for the age and/or stage of development
- Inequality in age, size, power or developmental ability
- Risk to the health and safety of the child or others
- Unusual changes in a child's behaviour

Orange light behaviours signal the need to **monitor** and **provide targeted support**.

**They cannot be ignored**, and it is important to think through the options available for the child/young person

### What can you do? Orange light

Orange behaviours signal the need to pay attention, monitor and gather information to consider appropriate action.

This is a good opportunity to provide sexuality and personal safety education to all of those involved. This may also be an opportunity to help support the child or young person to understand the risks to

themselves or to those around them.

The child/young person may also require some form of 1:1 intervention, counselling, and/or protections from harm. It's important to talk to the child/young person about their options for support and involve parents/carers, if appropriate, or another known adult who is able to support the child.

Recognising that behaviour may be unhealthy is the first step in a process. Dealing with unhealthy sexual behaviour at an early stage can help to prevent subsequent sexually harmful behaviours from developing, which will help to keep the child/young person and those around them safe.

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take.

### Example Orange light behaviours 5-7

- Persistent rubbing/touching own genitals after redirection
  - Masturbation in preference to other activities in public; with others and/or causing self-injury
  - Explicit talk, art or play of sexual nature
  - Playing/attempting to play "show me yours and I'll show you mine" games with significantly older or younger children
- Persistent attempts to touch the genitals of other children
  - Persistent interest in touching or viewing other people's private body parts/private activities
  - Persistent questions about sexuality despite being answered

- Persistent nudity and/or exposing private parts in public places
- Touching genitals/private parts of animals after redirection
- Recurrent urinary tract infections
- Communicating online with known people which may include giving out personally identifying details

## What is a red-light behaviour?

Red light behaviours indicate or cause harm because they are:

Excessive, compulsive, coercive, forceful, degrading or threatening  
 Secretive, manipulative or involve bribery or trickery  
 Not appropriate for the age and/or stage of development  
 Between children with a significant difference in age, developmental ability or power  
 Abusive or aggressive  
 Red light behaviours signal the need to provide immediate protection and follow up support.

**Red light behaviours signal the need to provide immediate protection and follow up support, and it is important to consider actions carefully.**

## What can you do? Red light

Following an immediate response there will also be a need to monitor and provide sexuality and personal safety education to the child/young person and any others involved. It's important to talk to the child/young person about their options for further support. This could include some form of 1:1 intervention and/or counselling, and involve parents/carers, if appropriate, or another known adult who is able to support the child.

When determining the appropriate action, identify the behaviour, consider the context and be guided by:

- Relevant national legislation and guidance; are protections from harm and/or a legal response required?
- Organisational policies, procedures and guidance
- Human rights
- The identified risks or needs of the child/young person
- The potential or real risks to others, for example are there any other children involved?

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

**Report harm or abuse.** If you are aware of, or reasonably suspect, a child has been or is being sexually abused, is at risk of sexual abuse or is at risk of sexually abusing others, you should contact child protection services or the police.

## Examples of Red behaviours 5-7

- Rubbing/touching own genitals to the exclusion of usual activities
- Masturbation that is compulsive, self-injurious, or seeking an audience
- Rubbing own genitals on other people
- Disclosure of sexual abuse
- Simulation of sexual touch or sexual activity
- Forcing other children to play sexual games
- Sexual knowledge beyond expected for

age or stage of development

- Indication of a sexually transmitted infection
- Excessive talk about sex and sexual activity

Communicating online with known and unknown people which may include giving out personally identifying details and/or sexual images or videos

## What can you do? Green light

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

### Example Green light behaviours 8-12

- Growing need for privacy
- Masturbation, with increasing awareness of privacy
- Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine" games with peers
- Showing curiosity about private parts but having a respect for the privacy of others
- Hugging, kissing, flirting, touching with known peers
- Interest and/or participation in a relationship with a peer of any gender
- Curiosity and seeking information about sexuality
- Use of sexual language
- Exhibitionism amongst same age peers within the context of play e.g. occasional flashing or mooning
- Communicating online with family and known peers

## What is an orange light behaviour?

Orange light behaviours cause concern because of:

The persistence, intensity, frequency or duration of the behaviours

The type of activity or knowledge for the age and/or stage of development

Inequality in age, size, power or developmental ability

Risk to the health and safety of the child or others

Unusual changes in a child's behaviour

Orange light behaviours signal the need to **monitor** and **provide targeted support**.

**They cannot be ignored**, and it is important to think through the options available for the child/young person

## What can you do? Orange light

Orange behaviours signal the need to pay attention, monitor and gather information to consider appropriate action.

This is a good opportunity to provide sexuality and personal safety education to all of those involved. This may also be an opportunity to help support the child or young person to understand the risks to themselves or to those around them.

The child/young person may also require some form of 1:1 intervention, counselling, and/or protections from harm. It's important to talk to the child/young person about their options for support and involve parents/carers, if appropriate, or another known adult who is able to support the child.

Recognising that behaviour may be unhealthy is the first step in a process. Dealing with unhealthy sexual behaviour at an early stage can help to prevent subsequent sexually harmful behaviours from developing, which will help to keep the child/young person and those around them safe.

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take.

## Example Orange light behaviours 8-12

- Masturbation in preference to other activities, in public and/or causing self-injury
- Persistent explicit talk, art or play which is sexual or sexually intimidating
- Intentional viewing of other people's private body parts/private activities
- Marked changes to behaviour e.g. mimicking older or adult flirting behaviours, seeking relationships with older children or adults in preference to peers
- Simulation of sexual activities e.g. oral sex, sexual intercourse with clothes on
- Mutual/self-masturbation with known and unknown peers
- Hugging, kissing, flirting, touching with unknown peers
- Accessing age restricted materials e.g. movies, games, internet with sexually explicit content
- Persistent expression of fear of sexually transmitted infection or pregnancy
- Recurrent urinary tract infections
- Communicating online with known people which may include giving out personally identifying details



## What is a red-light behaviour?

Red light behaviours indicate or cause harm because they are:

Excessive, compulsive, coercive, forceful, degrading or threatening  
Secretive, manipulative or involve bribery or trickery  
Not appropriate for the age and/or stage of development  
Between children with a significant difference in age, developmental ability or power  
Abusive or aggressive  
Red light behaviours signal the need to provide immediate protection and follow up support.

**Red light behaviours signal the need to provide immediate protection and follow up support, and it is important to consider actions carefully.**

## What can you do? Red light

Following an immediate response there will also be a need to monitor and provide sexuality and personal safety education to the child/young person and any others involved. It's important to talk to the child/young person about their options for further support. This could include some form of 1:1 intervention and/or counselling, and involve parents/carers, if appropriate, or another known adult who is able to support the child.

When determining the appropriate action, identify the behaviour, consider the context and be guided by:

- Relevant national legislation and guidance; are protections from harm and/or a legal response required?
- Organisational policies, procedures and guidance
- Human rights
- The identified risks or needs of the child/young person
- The potential or real risks to others, for example are there any other children involved?

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

**Report harm or abuse.** If you are aware of, or reasonably suspect, a child has been or is being sexually abused, is at risk of sexual abuse or is at risk of sexually abusing others, you should contact child protection services or the police.

## Examples of Red behaviours 8-12

- Compulsive masturbation e.g. self-injurious, seeking an audience
- Persistent bullying involving sexual aggression e.g. pulling/lifting/removing other children's clothing, sexually threatening notes, sending sexually explicit material, drawings, text messages
- Degrading or humiliating self or others using sexual themes
- Disclosure of sexual abuse
- Accessing the rooms of sleeping children to touch or engage in sexual activity
- Touching another person's genitals without permission
- Sexual activity or penetration of animals
- Sexual penetration of dolls and/or stuffed toys
- Participating in or simulating intercourse and/or oral sex with known or unknown peers with clothes off
- Sexual activity in exchange for material items or privileges
- Indication of sexually transmitted infection or pregnancy
- Communicating online with unknown people which may include giving out personally identifying details
- Communicating online with known and unknown people to send or publish sexual images, videos or audio of self or another person



## 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 changes 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. Children 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. The Department of Education guidance [The Prevent Duty](#) should be referred to.

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.

**Appendix 10**

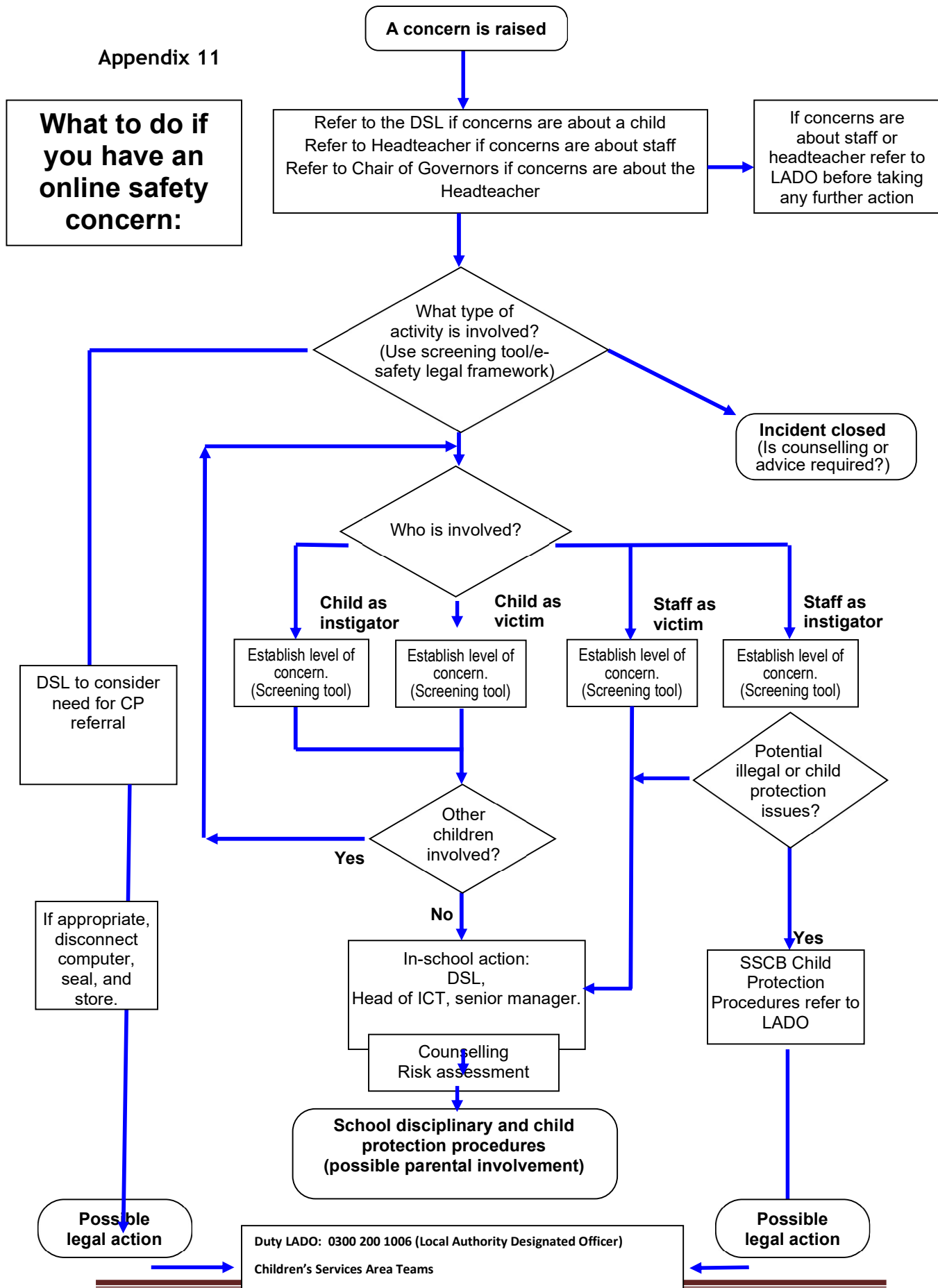
NAME:

DOB: 00/00/00

**STRICTLY CONFIDENTIAL**

**LOG SHEET OF DOCUMENTS ADDED TO FILE**

DATE ADDED	DOCUMENT	INITIALS





## 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, Headteacher, or the Designated Safeguarding Lead (DSL)
- If your concern is about your immediate manager/Headteacher, 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.

## 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 Headteacher.**

## 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/>

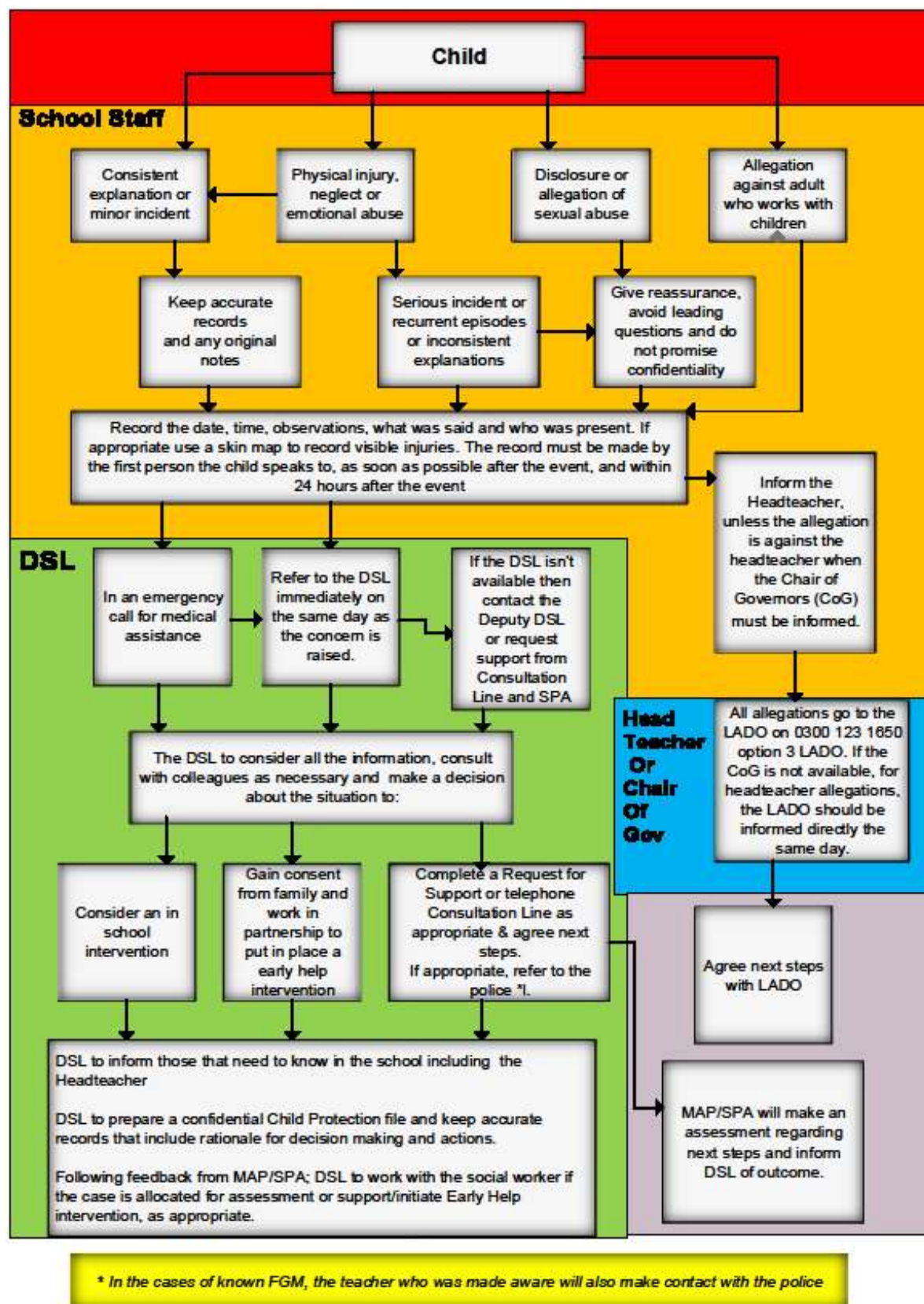
Beat Bullying: <http://www.beatbullying.org/>

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)



## Appendix 16 – E-safety concern form



### **E – Safety concern**

We are sending this note home to let you know that your child, \_\_\_\_\_, has told us that they have 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](http://www.childnet.com).

Kind regards

The Shawfield Primary School Safeguarding Team



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The Shawfield Primary School Safeguarding Team