



*'Doing our best to achieve our best'*

# **Clarendon Primary School and Nursery Child Protection and Safeguarding Policy**

## **September 2024**

**Policy Reviewed:** September 2024

**Next Review Date:** September 2025

Content	Page	Content	Page
Safeguarding Statement & Key personnel	3	E-Safety / cybercrime	27
Terminology	4	Racist Incidents	28
Introduction	5	Radicalisation, Extremism and Terrorism	28
Linked and related policies	5	Domestic Abuse	29
Equalities statement	6	Sharing Nudes and Semi Nudes	29-31
Policy Aims	6	Homelessness	31
Policy principles and values	7	Child sexual exploitation (CSE) and child criminal exploitation (CCE)	31-32
Supporting Children	7	Modern day slavery	32
Prevention/Protection	8	Female Genital Mutilation (FGM)	32
Roles and Responsibilities- Role of the school	8	Forced Marriage	33
Roles and Responsibilities- All school staff	9	<b>So-called 'Honour'-based Abuse (HBA)</b>	33
Roles and Responsibilities – Headteacher	11	One Chance Rule	34
Roles and Responsibilities- DSL & Deputy DSL	12-14	Private Fostering Arrangements	34
Roles and Responsibilities – Governing Body	14	Looked After Children and Previously Looked After Children	34
Confidentiality, sharing and withholding information	16	Children with special educational needs and disabilities or health issues	35
Reporting and responding to safeguarding concerns	16-17	Children Missing Education	35
Dealing with safeguarding concerns	18-19	Children Missing Out on Education (PMOOE)	36
Allegations Against Adults Working with Children	19	Attendance and Behaviour	37
What is Child Abuse?	20	Restrictive Physical Intervention	37
Indicators of Abuse - Physical abuse	21	Whistle-blowing	37
Indicators of Abuse – Emotional Abuse	21	Additional Resources	38
Indicators of Abuse – Sexual abuse	21	<b>Appendix 1</b> – additional information about neglect	39
Indicators of Abuse – Neglect	21	<b>Appendix 2</b> – additional information about emotional abuse	40
Sexual Violence & Sexual Harassment between children in school	21-25	<b>Appendix 3</b> – additional information about physical abuse	41-42
Harmful Sexual Behaviour	25	<b>Appendix 4</b> – additional information about sexual abuse	43
Brook Traffic Light Tool – a guide to identifying sexual behaviours	26	<b>Appendix 5</b> – additional information about sexual violence and sexual harassment	44-45
Anti-Bullying & Cyber Bullying	27	<b>Appendix 6</b> – additional information about radicalisation	46-47

## Safeguarding Statement 2024

### **“Safeguarding is Everyone’s Business” as “it could happen here”**

Clarendon Primary School and Nursery recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

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.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

#### **Key Personnel**

##### **School:**

**The Designated Safeguarding Lead and Headteacher is (DSL) is:** William Neale

Contact details: email: [DSL@clarendon.surrey.sch.uk](mailto:DSL@clarendon.surrey.sch.uk) Telephone: 01784 253379

**The deputy DSL(s) is:** Louise Stondzik

Contact details: email: [deputy@clarendon.surrey.sch.uk](mailto:deputy@clarendon.surrey.sch.uk) Telephone: 01784 253379

##### **Governor:**

**The nominated child protection governor and Chair of Governors is:** Karen Handley

Contact details: email: [ChairofGov@Clarendon.surrey.sch.uk](mailto:ChairofGov@Clarendon.surrey.sch.uk) Telephone: 01784 253379

## Terminology

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

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development;
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

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

**Early Help** is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

**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 children of our school; however, the policy will extend to visiting children and students from other establishments.

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

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

**MAP** refers to the Surrey Multi-Agency Partnership.

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

**DSL** refers to the school's Designated Safeguarding Lead.

**DDSL** refers to the school's Deputy Designated Safeguarding Lead.

**SSCP** refers to Surrey Safeguarding Children Partnership.

## **Introduction**

This policy applies to all members of staff and governors and has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 (as amended) and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended).

All actions taken by Clarendon Primary School will be in accordance with the following guidance:

Statutory, national, and local guidance which includes:

- [Working Together to Safeguard Children \(2023\)](#) 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 - Advice for Practitioners](#)
- [Keeping Children Safe in Education \(KCSIE, 2024\)](#) which is the statutory guidance issued by the Department for Education (DfE). All schools and colleges must have regard to this when carrying out their duties to safeguard and promote the welfare of children.
- [Early years foundation stage \(EYFS\) statutory framework](#) 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.](#)

Guidance and documents referred to in this policy:

- [Surrey Safeguarding Children Partnership protocols, guidance and procedures](#)
- [Working Together to Safeguard Children 2023](#)
- [Keeping Children Safe in Education 2024](#)
- [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 practitioners providing safeguarding services](#)
- [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 \(Education Safeguarding Team Resources Hub\)](#)

This policy should be read in conjunction with the following policies and documents:

- Safeguarding Audit
- Recruitment and Selection Policy
- Whistle blowing and Managing Allegations against staff Policy
- Staff Code of Conduct Policy
- Behaviour Policy
- Positive Touch and Restraint Policy
- **Online Safety Policy**
- Use of mobile phones Policy
- School Attendance Policy
- Administration of medicines Policy
- Health & Safety Policy
- Health and Safety Audit
- First Aid Policy

It also links with other policies in school, including:

- Anti-bullying Policy
- Looked After and Previously Looked After Children Policy
- Curriculum Policy
- Teaching and Learning Policy
- Keeping School's Safe Policy
- Intimate Care Policy
- Volunteer Policy
- PSHE and Citizenship Policy
- Responding to Parental Concerns Policy
- Relationship and Sex Education Policy
- Drug and Alcohol Policy
- Educational Visits Policy
- Fire and Lockdown Policy
- Safer Recruitment Policy
- Equality Policy
- Children with Medical Needs

## **Equalities Statement**

With regards to safeguarding, Clarendon Primary School and Nursery consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). These general duties include:

- Eliminating discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under Clarendon Primary School and Nursery equality statement, which is available on our school website at <https://www.clarendon.surrey.sch.uk/statutory-school-policies/>.

Within 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, which can also be found on our school website at <https://www.clarendon.surrey.sch.uk/statutory-school-policies/>.

Clarendon Primary School and Nursery also adhere 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](#).

## **Policy Aims**

The aims of these procedures are:

- To demonstrate the school's commitment with regards to safeguarding and child protection.
- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensuring they meet their statutory responsibilities.
- To ensure consistent good practice across the School and Nursery and ensure that safeguarding follows a 'whole organisation approach'.
- To clarify safeguarding expectations for members of our school community as well as for staff, the Governing body, children and their families.
- To contribute to the establishment of a safe, resilient, and robust safeguarding culture which is built on shared values and where children are treated with respect and dignity, taught to treat each other and staff with respect, where they feel safe, and where they feel they have a voice and are listened to.
- To support contextual safeguarding practice, recognising that the school site can be a location where harm can occur.

- To set expectations for developing knowledge and skills within our organisation's community (i.e. staff, governors, children and parents/carers) regarding the signs and indicators of safeguarding issues and how to respond to them.
- To ensure the early identification of need for vulnerable learners and subsequent provision of proportionate interventions to promote their welfare and safety.
- To work in partnership with children, parents/carers, and other agencies within the Surrey Safeguarding Children's Partnership.

## **Policy Principles and Values**

The Key principles and values within this policy and within Clarendon Primary School and Nursery are:

- The welfare of the child is paramount.
- Maintain an attitude of "It could happen here" and "Safeguarding is Everyone's Business" as well as one that identifies the fact that children have a right to always feel safe and secure as they cannot learn effectively unless they do.
- Maintain a "**zero-tolerance**" approach to sexual violence and sexual harassment.
- An understanding that all children have a right to be protected from harm **and abuse**.
- An understanding that all staff have a role to play in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in our organisation or in the community; taking into account contextual safeguarding, in accordance with statutory guidance.
- Acknowledging that working in partnership with other agencies protects children and reduces risk. As a result, our organisation will actively engage in partnership working to protect and safeguard children.

Whilst our organisation will work openly with parents/carers (as far as possible) it reserves the right to contact social care or the police, without notifying parents/carers, if this is believed to be in the child's best interests. We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and co-ordinated approach.

## **Supporting Children**

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

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Promoting a caring, safe and positive environment within the school.
- Encouraging self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.
- Ensuring children are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety and how to stay safe when working or playing online.
- 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.
- Liaising and working in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- Notifying Social Care without delay if there is an immediate risk of significant harm.



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

The designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in their new school setting. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

## **Prevention / Protection**

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

The school will:

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.
- Include regular consultation with children, e.g. through questionnaires, participation in anti-bullying activities, asking children to report whether they feel safe in school and where they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is and they can access an adult in school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online-safety, accessing emergency services, road safety, pedestrian and cycle training as well as focussed work in Year 6 aimed at helping to prepare the children for their transition to Secondary school and more personal safety/independent travel. It is recognised that effective education will need to 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.
- Provide preventative education by creating a culture of '**zero tolerance**' towards sexism, misogyny/Misandry, homophobia, biphobia and sexual violence and sexual harassment. (<https://www.clarendon.surrey.sch.uk/our-vision/>)
- Ensure staff are aware of school guidance for the use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## **Professional expectations, roles and responsibilities**

### **Role of the school**

The school and nursery will ensure that:

- Details of the DSL and DDSL are available on the school website, and on notice boards in school and in classrooms.
- The organisation operates safer recruitment procedures in line with KCSIE 2024, which includes statutory checks on the suitability of staff to work with children.
- All staff receive information about the organisations:
  - Safeguarding arrangements.
  - Safeguarding statement.
  - Staff behaviour policy (code of conduct).



- Safeguarding and Child Protection policy.
- The role and names of the Designated Safeguarding Lead (DSL) and their deputy Designated Safeguarding Lead (DDSL).
- [Keeping Children Safe in Education 2024 part 1 and annex B](#). (**N.B** – 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.)
- All staff receive safeguarding and child protection training (including online safety) at induction in line with advice from [SSCP](#). Training is regularly updated, as required, and at least annually to continue to provide staff with relevant skills and knowledge to safeguard children effectively.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns.
- All members of staff maintain a **zero-tolerance** approach to sexual violence and sexual harassment.
- All staff and Governors have regular safeguarding and child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The Safeguarding and Child Protection Policy is made available via the school's website and a paper copy is available in the school office upon request for parents/carers.
- All parents/carers are made aware of the responsibilities of staff members with regards to safeguarding and child protection procedures.
- A coordinated offer of early help is provided when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.
- The school's lettings policy will seek to ensure the suitability of adults working with children on the school's site at any time and ensure that any groups who use the school's premises have Safeguarding and Child Protection policies and procedures in place.
- Community users organising activities for children are aware of the school's Safeguarding and Child Protection Policy, guidelines and procedures.
- The name of the designated members of staff for safeguarding and child protection, the DSL and DDSL(s), are clearly advertised in the school and nursery.

### **All School Staff:**

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

- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Maintain an attitude of "It could happen here" with regards to safeguarding.
- Understand that safeguarding is "everyone's responsibility".
- Maintain a **"zero-tolerance"** approach to sexual violence and sexual harassment.
- Read and understand Part 1 and Annex A of statutory guidance KCSIE (2024), with staff working directly with children also reading Annex B.
- Ensure staff know and understand the systems in place which support safeguarding. This includes:
  - Reading this Safeguarding and Child Protection Policy.
  - Reading the school's Behaviour Policy, the organisation's Staff Behaviour Policy (code of conduct) and our safeguarding response to children who go missing from education.
  - Ensuring they understand the role of the DSL and deputy DSL.
- Ensure they know who and how to contact the DSL, DDSL and the Chair of Governors who is responsible for safeguarding.
- Be aware of indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. (**N.B**

- 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.)
- Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners' need be shared with the DSL, particularly where it includes:
  - Children who may need a social worker and may be experiencing abuse, neglect or exploitation.
  - Children who may require mental health support.
  - Children who may benefit from early help.
  - Where there is a radicalisation concern.
  - Where a crime may have been committed.
- Understand 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.
- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. (**N.B** – 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.)
- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following the organisation's Safeguarding and Child Protection Policy and procedures.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse, neglect and exploitation.
- Know how to respond to a child who discloses harm or abuse following training of 'Working Together to Safeguard Children' (2023), and 'What to do if you are worried a child is being abused' (2015).
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not immediately contactable, a DDSL should be informed.
- 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 DDSL is not available.
- Follow the allegations procedures, as set out in this policy and KCSIE 2024, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contractor. (**N.B** – Any concerns relating to the headteacher should be reported to the chair of governors.)
- Report low-level concerns (as defined in KCSIE 2024) about any member of staff/supply staff/volunteer or contractor to the headteacher or the chair of governors if the concern is about the headteacher. (This is in line with [Surrey LADO guidance](#).)
- Provide support for children subject to early help, child in need or child protection and be involved in, (where appropriate) the implementation of individual plans to further safeguard vulnerable learners, understand their academic progress and attainment, and maintain a culture of high aspiration.
- Listen positively, if approached by a child, and try to reassure them. (**N.B** – Staff cannot promise complete confidentiality and should explain that they will need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality will always be governed by the need to protect the child.)
- Notify the DSL or their DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Understand early help and be prepared to identify and support children who may benefit from this. This includes liaising with other agencies that support children and provide early help support.)
- Be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or may not recognise these experiences as harmful.

This could be due to their vulnerability, disability and/or sexual orientation or a language barrier.

- Be mindful that the Teacher Standard's state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

### **The Headteacher**

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

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2023 guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- 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.
- That staff have appropriate knowledge of part 5 (*child on child sexual violence and sexual harassment*) of the government's 'Keeping children safe in education' guidance.
- 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.
- All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Provide opportunities for a co-ordinated offer of early help when additional needs of children are identified.
- Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- With the designated safeguarding lead, ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle-blowing procedures.
- That children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensure that allegations or concerns against staff are dealt with in accordance with the school's 'Whistle blowing and Managing Allegations against staff Policy', guidance from Department for Education (DfE), Surrey Safeguarding Children' Partnership (SSCP) and Surrey County Council (SCC).
- Ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.
- 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.

## The Designated Safeguarding Lead:

*(Duties are further outlined in KCSIE 2024, Annex C.)*

Details of the DSL and DDSL are also available on the school website or via the school office.

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

- Hold the lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems in place in the school. (This responsibility is not able to be delegated.)
- Have an “it could happen here” approach to safeguarding.
- Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children (2023).
- Where necessary contact Surrey’s Child Protection Consultation Line for advice and support (0300 470 9100 option 3).
- 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 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 or 03311 435554.**
- 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, 07795 043842 or 01865 555618 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).
- Refer cases where a crime may have been committed to the Police. (**NB:** NSPCC - [When to call the police guidance for schools and colleges](#) should help DSLs understand when they should consider calling the Police and what to expect when they do.)
- Liaise with the “case manager” and Local Authority “Designated Officer” for child protection concerns in cases which concern a member of staff/supply staff/contractor or a volunteer.
- Follow relevant DfE guidance and KCSIE 2024 on ‘Child on Child abuse’ when a concern is raised that there is an allegation of a child abusing another child within the school.
- 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.
- Be available during term time, (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Ensure that the names of the DSL and DDSL, are clearly advertised, with a statement explaining the Organisation’s role in referring and monitoring cases of suspected abuse.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. (DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.)
- Have a secure working knowledge of SSCP procedures and understand the assessment process for providing early help and statutory intervention, in line with Surrey’s [Continuum of Need Matrix](#).
- 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.



- 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.
- 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.
- Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with school staff, (especially pastoral support, behaviour leads, school health colleagues and the SENDCO) on matters of safety and safeguarding and consult Surrey's Effective Family Resilience document to inform decision-making and liaison with relevant agencies.
- Be alert to the specific needs of 'children in need', those with SEND and young carers.
- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- When the DSL is not the headteacher, work with them and other relevant strategic leads, taking lead responsibility for promoting good educational outcomes by knowing the welfare, safeguarding and child protection issues that 'children in need' are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement in school.
- Keep detailed, accurate, secure written records (either written or using appropriate secure online software), of all concerns, discussions and decisions about a child made including the rationale for those decisions and actions taken. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- Ensure that an indication of the existence of the additional child protection file is marked on the child school file record.
- 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.
- If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.
- Ensure that where a child transfers to a school and is on a child protection plan, child in need plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency settings transition meeting if the case is complex or on-going.
- 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.
- Where the DSL is not the headteacher, report to them any significant issues, for example, use of [Surrey's FaST Resolution Process](#) enquiries under section 47 of the Children Act 1989 and Police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the [Statutory guidance - PACE Code C 2019](#).
- Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.

- Ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, staff behaviour policy, (code of conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and annex A and B, and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates, (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure each member of staff has access to, and understands, the organisation's Safeguarding and Child Protection policy procedures, especially new and part-time staff.
- Ensure that in collaboration with the school leadership and governors, the child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Help promote good 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.
- Establish and maintain links with the SSCP to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- 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 'PHEW' to Surrey County Council.

#### **The Deputy Designated Safeguarding Lead(s):**

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

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

#### **All members of the Governing Body understand and fulfil their responsibilities to ensure:**

- There is a whole school approach to safeguarding, involving everyone in the organisation, and ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- A nominated governor for safeguarding is identified.
- All members of the governing body 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 are effective and support the delivery of a robust whole organisation approach to safeguarding.
- Training should be regularly updated.
- The child's wishes and feelings are considered when determining what action to take and what services to provide.
- The organisation has effective safeguarding policies and procedures in place including a Child Protection Policy, a Staff Behaviour Policy / Code of Conduct, a Behaviour Policy and a response to children who go missing from education.

- Policies are consistent with 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. (This includes lessons learnt from serious case reviews.)
- The Safeguarding and Child Protection policy is available on the school's website.
- 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 [PHEW](#) to Surrey County Council.
- Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks. (This includes carrying out statutory checks on staff suitability to work with children and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.)
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read KCSIE (2024) part 1 and Annex B. Additionally, ensuring there are mechanisms in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- 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) this is integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- When considering the above training requirements, the Governing body should have regard to 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.
- All staff, including temporary staff/supply staff, volunteers and contractors, are provided with the school's child protection policy and, if applicable, the staff behaviour policy.
- Take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.
- The organisation 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.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold but can be considered as "low level concerns" as defined in KCSIE 2024.
- A member of the senior leadership team has been appointed by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- On appointment, the DSL and DDSL initially undertake DSL 'New to Role' with 'Refresher' training at least every two years as well as attending DSL network events, to refresh knowledge and skills.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationships and sex education (RSE).
- The governors and school will ensure application filters and monitoring systems are in place to safeguard children online.
- Ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively, knowing how to escalate concerns when identified.
- The school complies with DfE and Surrey County Council Policy Guidance for 'Safeguarding Children Missing Education' and 'Education Other Than At School'.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.



- Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2024 Annex C.
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer in school) are in place for all Governors.
- Ensure section 128 checks are undertaken as defined in KCSIE 2024.
- Ensure where the Governing body hire or rent out school facilities/premises to organisations or individuals they ensure that appropriate arrangements are in place to keep children safe.

### **Confidentiality, Sharing and Withholding Information**

All matters relating to safeguarding and child protection will be treated as confidential and only shared as per the [‘Information sharing: advice for practitioners providing safeguarding services’ guidance](#). The school will refer to the guidance in the [Data protection: toolkit for schools](#) to support us with data protection activity, including compliance with General Data Protection Regulation (GDPR).

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

Relevant staff will also have due regard to GDPR principles which allow them to share (and withhold) information.

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 GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

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

### **Reporting and responding to safeguarding concerns**

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

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

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

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

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

1. Make an initial record of the information related to the concern as soon as possible and report this via CPOMS. Information should include:
  - Date
  - Time
  - Place
  - Who was present

- Context
  - Details of disclosure/concern (using the child's words)
  - Demeanour/non-verbal behaviours of the child
  - Child's voice
  - Any injuries
  - Rationale for decision making
  - Actions taken
2. Report it to the DSL immediately.
  3. The DSL will consider if there is a requirement for immediate medical intervention; however, urgent medical attention should not be delayed if the DSL is not immediately available.
  4. The records must be signed & dated by the author or / equivalent on electronic based records.
  5. In the absence of the DSL or DDSL, staff must be prepared to and know how to refer directly to C-SPA (and the Police if appropriate) if there is the potential for immediate significant harm or contact the consultation line at the C-SPA for support and advice.

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

Using the 'Continuum of Support for Children and Families in Surrey and Continuum of Support Matrix' to decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the C-SPA and the Police if it is appropriate.

The school will try to discuss any concerns about a child's welfare with the parent/carer and where possible obtain 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 sexual/organised abuse is suspected.
- or the fabrication of an illness is suspected.
- or where the discussion could impede a Police investigation or Social Work enquiry.

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. The child's views should also be considered.

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.

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. 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.

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.
- 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 DSL should also be made aware.

## **Dealing with safeguarding concerns**

### **All staff**

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

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

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

### **Guiding principles, the seven R's**

#### **Receive**

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

#### **Reassure**

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

#### **Respond**

- Respond to the child 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 child may care about him/her, and reconciliation may be possible.
- Do not ask the child 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 child that it'll be a senior member of staff.

#### **Report**

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

#### **Record**

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

- Record the date, time, place, person/s present and noticeable 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?

### **What happens next?**

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

If they believe that the concern has not been acted upon appropriately, they should inform the Headteacher or Safeguarding Governor or contact the C-SPA for advice.

### **Safeguarding concerns & allegations made about staff (including supply teachers, teaching assistants, volunteers and contractors)**

[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;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (**N.B** – *This includes behaviour that may have happened outside of the school, that might make an individual unsuitable to work with children, this is known as transferable risk.*)

The school may also receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

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

Report any concerns immediately to the Headteacher. (**N.B** – *If an allegation is made against the Headteacher, the concern needs to be raised with the Chair of governors or directly with the LADO if they are not available.*) There may be situations when the Headteacher, 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 or Email: [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk) immediately and before taking any action or investigation.

Following consultation with the LADO, the headteacher or chair of governors will inform the parents/carers 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 Social Care and/or the Police.

If the matter is investigated internally, the LADO will advise the organisation to seek guidance in following procedures set out in part 4 of KCSIE (2024) and in line with 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 school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside work.
- 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 organisation’s values and expected behaviour, (as set out in the staff code of conduct) are lived, monitored and reinforced constantly by all staff.

The organisation aims to create 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 William Neale (headteacher), or if required, Karen Handley (chair of governors) in a timely manner. If the either of these people have 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.

### **What is child abuse?**

The following definitions are taken from *Working Together to Safeguard Children* (2023). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, through honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to Surrey’s [Continuum of Need Matrix](#).

### **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, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting or 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/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, because 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; or provide suitable education. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Surrey [Neglect Risk Assessment Tool](#) is used to support with initial identification of neglect.

For further information on indicators of abuse can be accessed via [NSPCC](#) or by referring to the appendices below.

**Sexual violence and sexual harassment between children in schools****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.
- 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).

*See appendix 5 for detailed definitions relating to Sexual Violence, Consent and Sexual Harassment.*

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 (2024).

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. As we believe that dismissing or tolerating such behaviours risks normalising them.

### **Prevention**

- Taking a whole school approach to safeguarding and 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 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 actions.
- 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 children.

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

### **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 school 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 school 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 remember:

- 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.
- 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 electronically on CPOMS.

### **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, the school 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 need for this, may also involve liaison with partner or other local schools, in consultation with the Local Authority / Surrey Children's Services as we are a single form entry school.)
- 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 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 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 line with the behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the Headteacher will continue to consider the most appropriate way to manage potential contact on school 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 school will take any disciplinary action against the alleged perpetrator in accordance with the setting 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.
- The school will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The school 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.

### **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 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.

Where staff have concerns, these will be reported to the school's (DSL) who will consider whether a referral to the C-SPA is appropriate. Based on the nature of the concerns, they will also consider what other types of internal or external support may be appropriate.

The school will refer to the [Brook Traffic Light Tool](#) to help them identify and categorise the sexual behaviours of children. The tool can be used to help staff:

- Make decisions about safeguarding children and young people.
- Assess and respond appropriately to sexual behaviour in children and young people.
- Understand healthy sexual development and distinguish it from harmful behaviour.

By categorising sexual behaviours, the school can work with other agencies to the same standardised criteria when making decisions, and will help protect children with a multi-agency approach. The school recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

## A guide to identifying sexual behaviours

This 'Traffic Light Tool' forms part of a resource designed to help professionals who work with children and young people to identify, assess and respond appropriately to sexual behaviours.

By identifying sexual behaviours as **GREEN**, **AMBER** or **RED**, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach. The normative list aims to increase understanding of healthy sexual development and distinguish it from harmful behaviour.

This tool must be used within the context of the guidance provided at [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights) and should not be used in isolation.

### What is a Green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.

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

### Green behaviours

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

### What is an Amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy development. They may be:

- unusual for that particular child or young person
- of potential concern due to age or developmental differences
- of potential concern due to activity type, frequency, duration or the context in which they occur

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

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

### Amber behaviours

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

### What is a Red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading, or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration, or the context in which they occur

Red behaviours indicate a need for immediate intervention and action, though it is important to consider actions carefully.

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

### Red behaviours

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

## Age 5 – 9

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

## Age 9 – 13

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

## Age 13 – 17

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

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone
- accessing exploitative or violent pornography

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online
- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy
- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex



## **Anti-Bullying/Cyberbullying**

Our policy on anti-bullying is set out in our anti-bullying policy, which can be found on our school website, (<https://www.clarendon.surrey.sch.uk/statutory-school-policies/>) and includes measures to prevent bullying – including cyberbullying, prejudice-based and discriminatory bullying.

We keep a record of known bullying incidents, which is shared with the Governing body. All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual or Transgender (LGBT) are more susceptible to being bullied/victims of child abuse.

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

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. We believe it is therefore vital that staff endeavour to reduce the additional barriers faced, and create a culture and 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 will be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and 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.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum. (If required, there is also a range of support available to help settings counter homophobic, biphobic and transphobic bullying and abuse.)

## **On-Safety/Cybercrime**

The school has an online safety which can be accessed via our school website, (<https://www.clarendon.surrey.sch.uk/other-school-policies/>). This policy aims to empower 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 school also has a clear policy on the use of mobile phones, which can also be found on our school website. (<https://www.clarendon.surrey.sch.uk/other-school-policies/>.)

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 curriculum and all staff receive online safety training which is regularly updated. The school's online safety co-ordinator is Louise Stondzik – deputy headteacher.

The school follows 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.

## **Racist Incidents**

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

## **Radicalisation, Extremism and Terrorism**

[The Prevent Duty for England and Wales \(2023\)](#) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

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

Radicalisation refers to 'the process of a person legitimising support for, or use of, terrorist violence'.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious violence to a person; 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.

The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the DfE guidance for schools 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 will report concerns that a child may be at risk of radicalisation or involvement in terrorism, and will 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 will be contacted by dialling 999. In cases where further advice from the Police is felt necessary, this will be done by calling 101. (To speak to the Prevent Supervisor for Surrey call 07795043842.) There is also a dedicated telephone helpline for staff and Governors, which can be used to raise concerns around Prevent (0800 0113764).

School staff receive training, via the government's home office website (<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>) 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 school follows the [Promoting fundamental British values through SMSC](#) and its PSHE curriculum.

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

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 [Managing Risk of Radicalisation in your Education Setting](#). (Also see appendix.)

## **Domestic Abuse**

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

The 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 school before the child or children arrive at school the following day. This ensures that the school 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.

## **Sharing Nudes and Semi Nudes**

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



Sharing Nudes/Semi-Nudes refers to both images and videos where:

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance ['Sexting in schools and colleges: responding to incidents and safeguarding young people'](#)

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

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

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

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

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

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

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

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

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

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.

- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced sexual imagery previously.

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

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

## **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.

## **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 immediately passed to the DSL.

The 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 school and/or can occur between children outside of this environment. 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.

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

The school includes the risks of sexual exploitation in the PSHE and RSE curriculum.

### **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 on 999.

The 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.

### **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 school, which includes travelling to and from the school.

### **Modern Day 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. Any concerns that a child may be exposed to any form of modern slavery will be reported to the DSL immediately.

## **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.
- 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.

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

Concerns about FGM outside of the mandatory reporting duty should be reported using the school's 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.

## **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. In addition, since February 2023, it is also a crime to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

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 on 200 7008 0151.

## **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; become involved with a boyfriend or girlfriend from a different culture or religion.
- Want to get out of a forced marriage.
- Wear clothes or take part in activities that might not be considered traditional within a particular culture.

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

### **One Chance Rule**

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and 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.

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

### **Private Fostering Arrangements**

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

Looked After Children 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.

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

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care 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.

### **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 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.

*Also see the school's separate policy - 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 and 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 school will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

*Also see the school's separate policy – SEND Policy.*

### **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.

The school recognises that when children are absent from education, this 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 school will hold more than one emergency contact number for each child.

The school 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 school will notify 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.
- (e) The ground in regulation 8 under which the child's name is to be removed from the school's register.

The school will make reasonable enquiries to establish the whereabouts of a child, jointly with the Local Authority, before deleting the child's name from the school's register; if the deletion is under

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

For any child joining the school will:

- Enter child/ren on the admissions register on the first day the school has agreed, or has been notified, that the child will attend the school.
- 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 the daily register and follow Surrey County Council's procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that they leave the school.
- The school will notify Surrey County Council when they are about to remove a child's name from the school's 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 school, in writing, of their intention to Electively Home Educate (EHE) the school 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, the school will not remove the child from roll and will notify the Inclusion Team at the earliest opportunity.

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

Most children engage positively with school 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'.

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

The 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.

The school 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.

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

The school 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 school's leadership will report to Governors information regarding the use and effectiveness of alternative provision and modified/reduced timetables. The school will also report to Governors any formal direction of a child to alternative provision to improve behaviour.

*Also see the school's separate policy – Safeguarding – Children Missing in Education Policy.*

### **Attendance and Behaviour**

Additional policies and procedures are in place regarding setting attendance and behaviour. (See the school's behaviour and attendance policies.)

The setting recognises that children being absent, particularly repeatedly and/or for prolonged periods, and exclusion from 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.

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

### **Restrictive Physical Intervention**

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

Staff who are likely to need to use physical intervention will be appropriately trained.

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 school will consider the risks, given the additional vulnerabilities of the child/ren.

*Also see the school's separate policy – Positive Touch and Restraint Policy.*

### **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 school, 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 Governors, whose contact details can be found at the start of this policy.

*Also see the school's separate policy – Whistle Blowing Policy.*

## **Additional Resources**

- [Surrey Safeguarding Children Partnership webpages](#)
- [Continuum of Support for children and families living in Surrey](#)
- [Surrey Education Services \(surreycc.gov.uk\)](#) – 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](#)

## **Appendix 1 – additional information about Neglect**

### **Indicators of abuse - Neglect**

#### **The nature of neglect:**

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

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

Neglect can include parents or carers failing to:

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

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

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

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

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

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

### **Indicators of neglect**

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

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

#### **Physical indicators of neglect**

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

#### **Behavioural indicators of neglect**

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

## **Appendix 2 – additional information about Emotional Abuse**

### **Indicators of abuse - Emotional abuse**

#### **The nature of emotional abuse:**

- Most harm is produced in *low warmth, high criticism* homes, not from single incidents.
- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person – as in domestic abuse.

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

#### **Indicators of emotional abuse**

##### **Developmental issues**

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

##### **Behaviour**

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

##### **Social 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

## **Appendix 3 – additional information about Physical Abuse**

### **Indicators of abuse - 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:

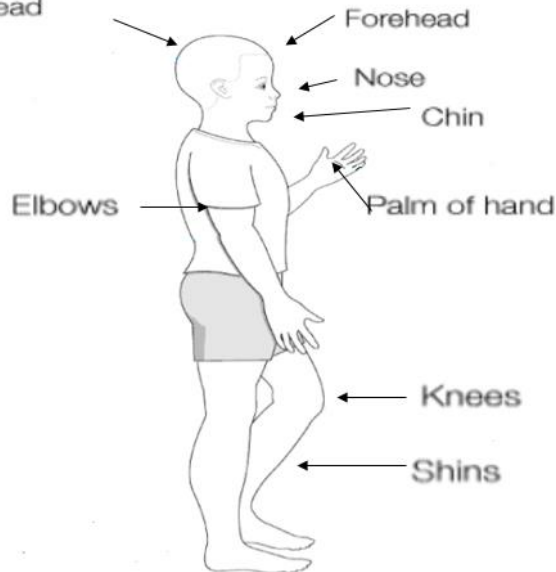
- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

#### **You should be concerned if a child:**

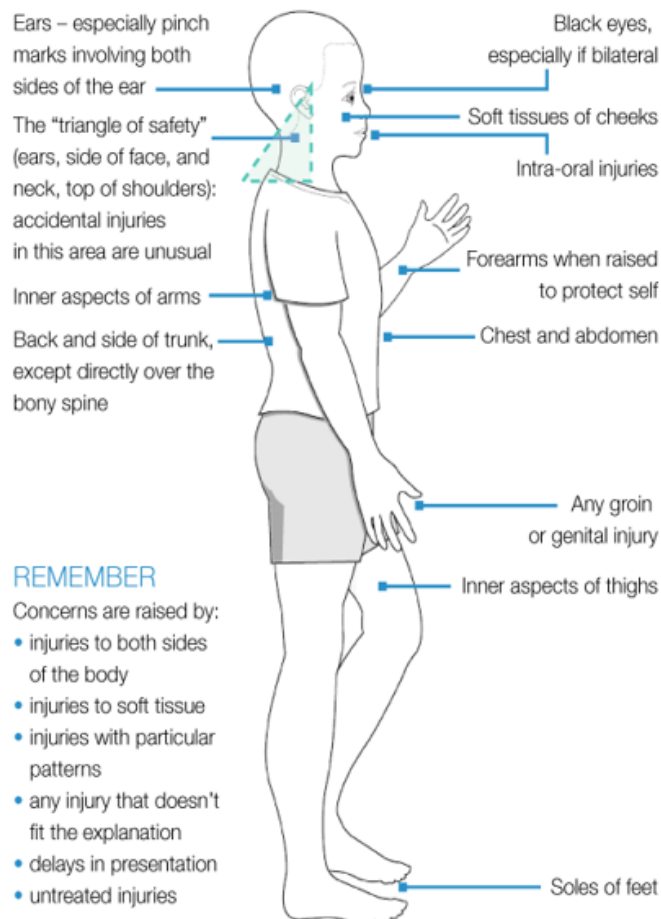
- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence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

# Common Sites of Accidental Injuries

Head injuries tend to involve the parietal bone, occiput or forehead



## Non Accidental Injuries





## **Appendix 4 – additional information about Sexual Abuse**

### **Indicators of abuse – 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.

#### **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 women and other children can commit sexual 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 – additional information about Sexual Violence, Consent and Sexual Harassment**

### **Sexual violence**

It is important that schools 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 school. 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- schools 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 school. 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. Schools 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 also a criminal offence).
- 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. . [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)
  - Sharing of unwanted explicit content.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including, on social media.
  - Sexual exploitation; coercion and threats.
  - Coercing others into sharing images of themselves or performing acts they're not comfortable with online.

It is important that school's 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.

## **Appendix 6 – additional information about Radicalisation**

### **Indicators of vulnerability to radicalisation**

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

There is no single route to radicalisation; however, there are some behavioural traits that could indicate a child has been exposed to radicalising influences.

Radicalisation in children can happen over a long period of time. In some cases it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases the changes are less obvious.

The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates one of your students may have been exposed to radicalising influences.

Extremism is defined by the Crown Prosecution Service as:

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

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

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 possible behaviour indicators and vulnerabilities.

The following behaviours listed here are intended as a guide to help you identify possible radicalisation:

### **Outward appearance**

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

### **Online behaviour**

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

You know your students well, so are in a prime position to recognise if they're acting out of character. Trust and have confidence in your professional judgement, and get advice if something feels wrong.

**Indicators of vulnerability include:**

- **Identity Crisis** – the student / child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student / child 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 / child'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 / child may have perceptions of injustice or a feeling of failure,
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Needs and Disability** – students / children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

**More critical risk factors could include:**

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

Again, 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](#) can be accessed via this link.