



DANES HILL SCHOOL
STRONG & SAGACIOUS

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

This policy also applies to the Pre-Prep (Bevendean) and the EYFS

Author/Reviewer responsible:	Head/ Deputy HeadPastoral	Date of Review:	December 2023 <i>April 2024 Minor changes to update staff details.</i>
Reviewed by:	Governing Body	Date of Authorisation:	December 2023
		Date of next Review:	September 2024

This policy is available on the Policies pages of the School intranet and the School website. It can be made available in large print or other accessible format if required; such requests should be made to the Main School Secretary. sanderson@daneshill.surrey.sch.uk

CONTENT	
	Key Personnel and Contact Details for Safeguarding at the School
	Key External Agencies, Services and Professionals' Contact Details
	Danes Hill School Safeguarding Reporting Summary
1.	Introduction
2.	Policy Statement, Principles and Aims
2.1	Policy Statement
2.2	Principles
2.3	Aims
3.	Roles and Responsibilities in Managing Safeguarding & Child Protection
3.1	All Staff
3.2	Designated Safeguarding Lead (and Deputy DSLs)
3.3	Governing Body (GB)
4.	Good Practice Guidelines
5.	Safer Recruitment
6.	Training
7	Early Help
8.	Recognising harm, significant harm and abuse
9.	Abuse of trust and inappropriate relationships
10.	Child on child abuse, including bullying and sexual violence and sexual harassment
10.1	The Governors, School Leadership Team, and all staff and volunteers at Danes Hill and Bevendean (hereafter, 'the School') are committed to the prevention, early identification and appropriate management of child-on-child abuse (as defined below) both within and beyond the School.
10.2	This section of the Safeguarding and Child Protection Policy sets out
10.3	Definition of child on child abuse
10.4	Contextual Safeguarding
10.5	When does behaviour become problematic or abusive
10.6	Harmful sexual behaviours
10.7	Other behaviour
10.8	Identifying child on child abuse
10.9	School culture and environment
10.10	Multi-agency working
11.	Other safeguarding issues
11.1	Children missing from education
11.2	Honour Based Abuse
11.3	Female Genital Mutilation (FGM)
11.4	Forced Marriage
11.5	Preventing Radicalisation
11.6	Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
11.7	Private Fostering
11.8	Domestic Abuse
11.9	Serious Violence
11.10	Sexual Violence and Sexual Harassment
11.11	Mental Health

12.	Children who may be particularly vulnerable
13.	E-Safety
14.	The sharing of youth produced sexual imagery (sharing nudes and semi-nudes, previously known as “sexting”)
15.	Health & Safety, Extended School Activities and Educational Visits
16.	Photography and Images
17.	Secure premises
18.	Pastoral and Safeguarding Education
19.	Monitoring and review
	CHILD PROTECTION
	Child Protection Procedures Flowchart
	Child Protection Procedures
1.	What to do if you suspect a child is at risk of significant harm
2.	If a child discloses information to you
3.	Taking action; advice for staff
4.	Reporting directly to child protection agencies
5.	Notifying parents
6.	Action by the DSL – referral to CSC
7.	Responding to concerns or allegations of child-on-child abuse
7.1	What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?
7.2	Individual needs and risk assessment
7.3	Disciplinary action
7.4	On-going proactive work to a contextual whole-school approach
8.	Children with harmful behaviour
9.	Complaints about staff and poor or unsafe practice
9.1	Safeguarding complaints
9.2	Complaints by parents or pupils
9.3	Complaints by staff, Neutral Notification, Low-Level Concerns
9.4	Whistleblowing
9.5	Confidentiality and sharing information Related safeguarding portfolio policies and procedures
	APPENDICES
1.	Types and signs of abuse
2.	Procedures to be followed in the event of an allegation against a member of staff or volunteer of abuse
3.	Child on Child Abuse References
4.	Confirmation of receipt of Safeguarding Policies and Training in the Staff Code of Conduct, the School’s Whistleblowing Procedures, Neutral Notification factsheet, DSL details, Part 1 of Keeping Children Safe in Education and What to do if you’re worried a child is being abused
5.	School Welfare Concern Note
6.	Responsibilities of the Governing Body in the management of safeguarding

7.	Head's responsibilities in the management of safeguarding
8.	Early help provided

Key Personnel and Contact Details for Safeguarding at the School

Safeguarding Role	Name	Position at School	Contact Details
Designated Safeguarding Lead - both sites (DSL)	Mr Ibe Akoh	Deputy Head Pastoral	iakoh@daneshill.surrey.sch.uk 01372 849289
Danes Hill Site			
Deputy DSLs	Richard Brown	Head	head@daneshill.surrey.sch.uk 01372 849286
	Andrew Murfin	Deputy Head Organisation	amurfin@daneshill.surrey.sch.uk 01372 849261
	Nikki Harris	Assistant Head Pastoral	nharris@daneshill.surrey.sch.uk 01372 849250
	Marcel Norval	Special Educational Needs Co-ordinator	mnorval@daneshill.surrey.sch.uk 01372 849241
	Ruth Samson	Head of Pre Prep:	rsamson@daneshill.surrey.sch.uk 01372 849546
	Abi James	Head of Junior School	ajames@daneshill.surrey.sch.uk 01372 849289
	James Harvey	Head of Upper School:	jharvey@daneshill.surrey.sch.uk 01372 849242
	Anna Corbett	Medical Centre Manager	acorbett@daneshill.surrey.sch.uk 01372 849254
	Nicola Fraser	School Counsellor	nfraser@daneshill.surrey.sch.uk 01372 849238
	Vicky Cooper	Head of Personal Development	vcooper@daneshill.surrey.sch.uk 01372 849257
	Georgie Smith	Head of EYFS	gsmith@daneshill.surrey.sch.uk 01372 849546
	Chris Shaw	Director of Sport	cshaw@daneshill.surrey.sch.uk 01372 849229
Bevendean Site			
Deputy DSL with DSL responsibility for EYFS and Bevendean	Mrs Ruth Samson	Head of Bevendean	rsamson@daneshill.surrey.sch.uk 01372 842546
Deputy DSL	Mrs Georgie Smith	Head of EYFS	mailto:gsmith@daneshill.surrey.sch.uk 01372 842546
Governors			
Chair of Governors	Mrs Ian Hunt	Governor	imhunt@daneshillschool.com 01372 849287
Safeguarding Governor	Mr Dan Tiller	Governor	dtiller@daneshillschool.com 01372 849288

Key External Agencies, Services and Professionals' Contact Details

Children's Single Point of Access (SPA) Team(Surrey)	The Dakota Building, 11 de Havilland Drive, Weybridge, Surrey, KT13 0YP	cspa@surreycc.gov.uk 0300 470 9100 OPTION 5
Local Area Designated Officer (LADO)	c/o Fairmount House, Bull Hill, KingstonRoad, Leatherhead, Surrey, KT22 7AH	LADO@surreycc.gov.uk 0300 123 1650 OPTION 3
Police non-emergencypoint of contact		101
Surrey Child and Adolescent Mental HealthServices (CAMHS)	North East/Epsom South Lodge, St Ebba's, Hook Road, Epsom, Surrey, KT19 8QJ	0300 222 5850
Surrey safeguarding strategic leadership group(local safeguarding partnership arrangements)	SSCP Team, Quadrant Court, 35 GuildfordRoad, Woking, Surrey, GU22 7QQ	partnership.team@surreycc.gov.uk
NSPCC	For concerns about a child	0808 800 5000
Childline	Childline helpline for under 18s	0800 11 11
Prevent Contacts		preventreferrals@surrey.pnn.police.uk DFE contact: 0207 008 0151
Forced Marriage Unit		fmufmy.gov.uk 0207 008 0151



DANES HILL SCHOOL

SAFEGUARDING REPORTING SUMMARY

PREP APRIL 2024

If you suspect a CHILD is at risk of harm:

You should report it to the Designated Safeguarding Lead (DSL). If the DSL is unavailable, you should contact a Deputy Designated Safeguarding Lead (DDSL).

If you cannot contact the DSL or Deputy DSL and you suspect that the child is at immediate risk:

Alert the Surrey County Council's Children's Social Care (C-SPA Single Point Access) on 0300 470 9100 option 5.

If you have a concern about the behaviour of a member of STAFF:

You should report it to the Head.

If the Head is unavailable or the concern is about them, you should report it to the Chair of Governors.

In the case of a concern about the Head, you should report it to the Chair of Governors without informing the Head.

If the concern is about the Chair of Governors, it should be reported to the LADO (without informing the Head or Chair of Governors) on 0300 123 1650 option 3 LADO or email LADO@surreycc.gov.uk Emergency out of hours phone: 01483517898.

Deputy DSLs:

Andrew Murfin, Anna Corbett, Nicola Fraser, Abi James, Marcel Norval, James Harvey, Vicky Cooper, Chris Shaw



DSL
MR IBE AKOH
DEPUTY HEAD PASTORAL
01372 849289
iakoh@daneshill.surreysch.uk



MR RICHARD BROWN
HEAD
01372 849286
head@daneshill.surreysch.uk



DEPUTY DSL
MISS NIKKI HARRIS
ASSISTANT HEAD PASTORAL
01372 849282
nharris@daneshill.surreysch.uk



CHAIR OF GOVERNORS
CEDRIC NTUMBA
01372 849287
cntumba@daneshillschool.com



SAFEGUARDING GOVERNOR
MR DAN TILLER
01372 849288
dtiller@daneshillschool.com



DANES HILL SCHOOL
SAFEGUARDING REPORTING SUMMARY
PRE-PREP APRIL 2024

If you suspect a CHILD is at risk of harm:

You should report it to the Designated Safeguarding Lead (DSL). If the DSL is unavailable, you should contact a Deputy Designated Safeguarding Lead (DDSL).

If you cannot contact the DSL or Deputy DSL and you suspect that the child is at immediate risk:

Alert the Surrey County Council's Children's Social Care (C-SPA Single Point Access) on 0300 470 9100 option 5.

If you have a concern about the behaviour of a member of STAFF:

You should report it to the Head.

If the Head is unavailable or the concern is about them, you should report it to the Chair of Governors.

In the case of a concern about the Head, you should report it to the Chair of Governors without informing the Head.

If the concern is about the Chair of Governors, it should be reported to the LADO (without informing the Head or Chair of Governors) on 0300 123 1650 option 3 LADO or email LADO@surreycc.gov.uk Emergency out of hours phone: 01483517898.



DSL
MR IBE AKOH
DEPUTY HEAD PASTORAL
01372 849289
iakoh@daneshill.surreysch.uk



DEPUTY DSL
MRS RUTH SAMSON
HEAD OF PRE-PREP
01372 677079 (school hours)
01372 849284
rsamson@daneshill.surreysch.uk



MR RICHARD BROWN
HEAD
01372 849286
head@daneshill.surreysch.uk



DEPUTY DSL
GEORGIE SMITH
HEAD OF EYFS
01372 849546
gsmith@daneshill.surreysch.uk



CHAIR OF GOVERNORS
CEDRIC NTUMBA
01372 849287
cntumba@daneshillschool.com



SAFEGUARDING GOVERNOR
MR DAN TILLER
01372 849288
dtiller@daneshillschool.com

1. Introduction

Section 87(1) of the Children Act 1989, Section 157 of the Education Act 2002 and the Education(Independent Schools Standards) (England) Regulations 2014 (as amended) require the proprietors of the School (the Governing Body) to have arrangements – which must have regard to any guidance issued by the Secretary of State – to safeguard and promote the welfare of pupils at the school.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; the Education (Independent School Standards)(England) Regulations 2014; and in line with government publications: *Working Together to Safeguard Children* (July 2018), *Keeping Children Safe in Education* (September 2023), *Children Missing Education* (September 2016) and Surrey Safeguarding Children Partnership Procedures Manual. It is also informed by *What to do if you are worried a child is being abused – advice for practitioners* (March 2015) and *Safeguarding Children and Young People* (Charity Commission policy paper 2014, updated October 2018), Relationships Education, Relationships and Sex Education (RSE) and Health Education (Sept 2021), Behaviour in Schools (September 2022) and Prevent Duty Guidance (April 2021).

The School and its staff form part of the wider safeguarding system for children. This system is described in *Working Together to Safeguard Children* (July 2018). The School works with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and protect them from harm.

The local safeguarding partnership is Surrey, and we will operate our safeguarding procedures in line with locally agreed multi-agency safeguarding arrangements put in place by our safeguarding partners.

Safeguarding and promoting the welfare of children is defined for statutory purposes as: protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. It is the responsibility of the School to safeguard and promote the welfare of children. Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review. The school aims to involve all staff in shaping the school's safeguarding arrangements.

The Safeguarding and Child Protection Policy will be reviewed annually by the Governing Body, unless an incident or new legislation or guidance suggests the need for an earlier date of review. This policy (and all its appendices) is one of a series in the School’s integrated safeguarding portfolio. This policy has been authorised by the Governing Body, is addressed to all members of staff (including the Head, all teaching and non-teaching staff, temporary part-time workers, support staff, contractors, volunteers and members of the Governing Body (hereafter ‘staff’)), is available to parents on request and is published on the School website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

2. Policy Statement, Principles and Aims

2.1 Policy Statement

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued and to always consider the best interests of the child. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation.

2.2 Principles

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and to create an open environment where staff and pupils feel able to raise concerns, where concerns will be listened to and where support services and other agencies are readily involved:

- The School will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities;
- All children, regardless of age, gender, ability, culture, ethnicity, race, language, religion, beliefs, caste or disability or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they have any concerns. No child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs;
- All staff, including the Head are responsible for safeguarding the welfare of children as part of their professional duties;
- All staff have an equal responsibility to act, in accordance with this policy and procedures and Keeping Children Safe in Education, on any suspicion, concern or disclosure that may suggest a child is in need of support services or is at risk of harm; the full version of Keeping Children Safe in Education is available to all staff via the Staff Intranet;
- A child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and give feedback wherever possible.
- The School is committed to operating safer recruitment procedures in compliance with relevant legislation and guidance and in accordance with the School's Safer Recruitment policy;
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance and statutory guidance in doing so.
- The School will work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support those children who are suffering significant harm or who may suffer significant harm without appropriate intervention. The School will work with Surrey Children's Services, the police, the

LADO, health and other services to promote the welfare of children and to protect them from harm. Keeping Children Safe in Education (2023) requires all school staff to be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

- Where requested to do so, the School will allow access for Surrey Children's Services and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. In addition, the School will comply with any request to supply home education information to the Local Safeguarding Partnership that it requires in order for it to perform its functions (Keeping Children Safe in Education (2023) recommends a co-ordinating inter-agency meeting with parents/carers before a final decision on home-schooling for any child)

2.3 Aims

- To provide all staff, including the DSL, Deputy DSLs, volunteers and Governors with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children;
- To ensure consistent good practice across the school;
- To demonstrate the School's commitment with regard to safeguarding children;
- To prevent harm by (a) providing excellent pastoral care; (b) ensuring that appropriate staff are properly recruited and trained (c) teaching pupils, via Personal Development and a varied curriculum to identify, reduce and manage risks. This included educating pupils about the safe use of electronic equipment and access to the internet; and (d) promoting an ethos where pupils feel safe, secure and able to talk;
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or supposed cases, of abuse including radicalisation, child sexual exploitation and online grooming and abuse.
- To emphasise the need for good levels of communication between all members of staff.

3. Roles and responsibilities in Managing Safeguarding & Child Protection

3.1 All Staff

All staff have a statutory responsibility to:

- Have read and understood at least Part One and Annex B of Keeping Children Safe in Education, together with Government advice: What to do if you're worried a child is being abused (March 2015).
- Provide a safe environment in which children can learn;
- Have read and be familiar with this policy, the School's Staff Code of Conduct and whistleblowing procedures and be aware of systems, policies and procedures within the School which support safeguarding, including the School's Behaviour, Rewards and Sanctions Policies and Procedures and the School's Missing Pupil Procedures;
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant

harm and in such circumstances to take appropriate action, working with other services as needed;

- Work with the DSL and, if required, to support social workers to take decisions about individual children;
- Receive regular safeguarding refresher training, at appropriate levels, as and when required, at least annually, to keep up with any relevant safeguarding and child protection developments. The training will be in accordance with the Local Safeguarding Partnership's guidance and will include local inter-agency working principles;
- Make a direct referral to CSC immediately if, at any point, there is a risk of immediate serious harm;
- To keep the school informed on an on-going basis of any information that might have implications for the safeguarding of the children in the school, for example where their relationships and associations both within and outside the workplace (including online) may have implications for the safeguarding of children in School.

At Bevendean, in line with the EYFS statutory framework, regular supervision and provision (SAP) meetings are held. These supervision meetings foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

These meetings provide staff with opportunities to discuss any issues, identify solutions and receive coaching to improve their personal effectiveness. Children with any pastoral concerns are tracked and monitored weekly on an internal pastoral log which is reported to the DSL with responsibility for EYFS.

3.2 Designated Safeguarding Lead (and Deputy DSLs)

The DSL has ultimate lead responsibility for all child protection matters in the school. Their responsibilities include acting as a source of support and expertise for staff on matters of safety and safeguarding; ensuring that the school's relevant policies are known and used appropriately; raising awareness and discussion of safeguarding issues and concerns amongst staff and pupils; co-ordinating safeguarding planning and action within the school; and liaising with other agencies.

The DSL and Deputy DSLs liaise on safeguarding issues and would refer any cases of suspected abuse to the relevant children's social care services and other appropriate bodies. The DSL is the lead safeguarding practitioner across both sites and takes overall executive responsibility for leadership and management of whole-school safeguarding policy and procedures.

The DSL has the necessary status and authority to take responsibility for safeguarding matters including committing resources and, where appropriate, supporting and directing other staff. For a detailed breakdown please see the DSLs job description at Appendix 5.

3.3 Governing Body (GB)

It is the GB's overall responsibility to ensure compliance with child protection statutory requirements. The GB takes seriously its responsibility to uphold the aims of the charity and its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. The reporting of Safeguarding practice at the School enables the GB to ensure compliance with current legislation and to identify areas for improvement.

The GB recognises that close liaison with the local authorities is also vital in order that appropriate support and training can be given.

The role and responsibilities of the GB in the management of safeguarding are as detailed in Part 2 of Keeping Children Safe in Education and summarised in Appendix 5 of this document.

4. Good Practice Guidelines

All staff must behave responsibly and professionally in all dealings with children and specifically with pupils for whom they have a duty of care. All staff must follow the procedures set out in our separate policy entitled Staff Code of Conduct, which includes guidance on one-to-one teaching, staff/pupil relationships and communication via social media.

Staff should always avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

To meet and maintain our responsibilities towards children, all members of the School community (Governors; staff as defined in section 3 above; pupils and parents where appropriate) are expected to adhere to the following standards of good practice:

- Reading and understanding all of the School's safeguarding and guidance documents on wider safeguarding issues in addition to this policy, including: the Staff Code of Conduct, Anti-Bullying, Attendance Policy, Behaviour, Rewards and Sanctions Policy, Digital Safety Policy, Missing Pupil Procedure, Data Protection policies, SEND Policy, Whistleblowing Policy and ICT Acceptable Use Policy;
- Treating all children with respect;
- Setting a good example by conducting ourselves appropriately;
- Involving children in decision-making which affects them including regular communication with children and ensure that children are and feel listened to e.g. through safety questionnaires, well-being surveys, participation in anti-bullying week, etc.
- Encouraging positive and safe behaviour among children;
- Being alert to changes in children's behaviour - maintain an attitude of 'it could happen here' where safeguarding is concerned;
- Recognising that challenging behaviour may be an indicator of abuse;
- Asking the child's permission before doing anything for them which is of a physical nature (except where there is an urgent need to take action to protect them or to prevent them from harming others), such as assisting with dressing, physical support during PE or administering first aid;

- Maintaining appropriate standards of conversation and interaction with and between children and avoiding and discouraging the use of inappropriate sexualised or derogatory language;
- Ensuring that all children are encouraged to talk to adults in School about any concerns, no matter how small they are and ensure that children feel comfortable doing so; and
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse;
- Seeking to reassure any victim of abuse that they are being taken seriously and will be supported, without making the child feel ashamed or that they are creating a problem.
- Understanding that assessments of children should consider whether wider environmental or contextual factors are present in a child's life that are a threat to their safety and/or welfare (Contextual Safeguarding).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra- familial harms take 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.

5. Safer Recruitment

The School is committed to safer recruitment, ultimate responsibility which lies with the Governing Body. The Head and the School's HR department are responsible for implementing these procedures in practice. The School makes appropriate checks on all staff, including through the Disclosure and Barring Services (DBS) and obtaining and following up thorough references.

In addition to this, the Director of HR will be responsible for co-ordinating an online search as part of the necessary due diligence on the shortlisted candidates. Shortlisted candidates will be informed that online searches may be conducted as part of the recruitment process. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

See the School's Staff Recruitment policy for further details which comply with part 3 of Keeping Children Safe in Education (September 2023), the Safeguarding Vulnerable Group Act (2006) and other relevant safeguarding recruitment guidance to ensure that no one is employed within, by or on behalf of the School who is unsuitable to work with children.

Keeping Children Safe in Education (2023) emphasises the importance of ongoing beyond the recruitment process. Staff should feel comfortable discussing matters they believe may have safeguarding implications, including those observed or heard online.

6. Training

It is important that all staff (as defined in 3 above) have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff will receive training on appointment as part of their induction which is overseen by the DSL and which includes:

- This policy;
- The Staff Code of Conduct (including the ICT acceptable use policy);
- The Behaviour, Rewards and Sanctions Policies and Procedures;
- The Missing Pupil Procedures;
- The identity and the role of the DSL and deputies;
- A copy of Part One of Keeping Children Safe in Education and Annex B;
- Prevent online training;
- A copy of What to do if you're worried a child is being abused; and the Whistleblowing Policy.

Induction training will be completed before a member of staff or volunteer begins any work for the school that involves contact with children.

All staff will be required to complete the electronic forms via Cascade, to confirm they have read, understood and agreed to comply with the requirements outlined in these documents. Mechanisms to assist staff in understanding Keeping Children Safe in Education will include regular updates at staff meetings, spot checks by the DSL and the safeguarding Governor, quizzes, e-bulletins, referral flow charts, and credit cards and more general support from the DSL and Deputy DSLs.

All staff will receive child protection training at appropriate levels, as and when required in accordance with the Surrey Safeguarding Children Partnership. This training will include advice on protecting children from radicalisation as well as online safety. Such training, when arranged, takes priority over all other commitments. It will be renewed as specified by the Local Safeguarding Partnership in frequency and content.

In addition, supplementary training will be provided to all staff, at least annually. Such training may take the form of emails, e-bulletins, briefings, quizzes, staff training sessions, spot checks, re-issue of referral flow-charts and credit cards, etc. Staff will also receive regular reminders about the arrangements for filtering and monitoring school devices and accounts, including expectations, roles and responsibilities.

The DSL and Deputy DSLs will receive regular training at appropriate levels, as and when required (at least annually) to provide them with the knowledge and skills to carry out the role (see Appendix 5), including: training in inter-agency working; providing advice and support to staff on protecting children from radicalisation; participation in child protection case conferences; supporting children in need; record keeping and promoting a culture of listening to children, and safer recruitment (see also 5.2 above). Such training, when arranged,

takes priority over all other commitments. This training will be supplemented (at least annually) with additional training in specific safeguarding issues to allow them to understand and keep up with any developments relevant to their role.

Governors will receive annual safeguarding training through the AGBIS Safeguarding Children Course online.

A register will be taken by the School's HR department of attendees at each training seminar and training dates (and dates for future refresher training) logged.

7. 'Early Help'

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children (July 2018) provides detailed guidance on the early help process.

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Children with a family member in prison;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child;
- Has a mental health need;
- Is persistently absent from education;
- Has certain health conditions.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Where a child and family would benefit from coordinated support from more than one agency e.g. education, health, police, there should be an inter-agency early help assessment. This should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

If Early Help is appropriate and where they are not taking the lead, the DSL will support the member of staff liaising with other agencies and setting up inter-agency Early Help assessment as appropriate.

The Early Help assessment will be undertaken by a lead professional who will provide support to the child of the family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role may be undertaken by the DSL or a teacher (or a GP, family support worker, health visitor and/or special educational needs coordinator).

Decisions as to who performs this role will be taken on a case by case basis and will be informed by the child and their family.

For an Early Help assessment to be effective:

- It should be undertaken with the agreement of the child and their parents or carers and should involve the child and their family as well as all of the professionals who are working with them;
- A teacher (or other relevant professional) should be able to discuss concerns they may have about a child and family with a social worker in the local authority; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgment as to whether, without help, the needs of the child will escalate. If so, a referral to children's social care may be necessary.

Effective early help in a school setting involves the school (under the guidance of the DSL) providing high quality support, in cooperation with or coordinating other agencies as appropriate, to help address the assessed needs of the child and their family early, in order to significantly improve the outcomes for the child. It is hoped that in each case, this should improve the welfare of the relevant child. However, each case should be kept under constant review, and consideration should be given to a referral to children's social care if the child's situation does not appear to be improving.

A summary of the Early Help provided in-house at Danes Hill is provided in Appendix 7.

8. Recognising harm, significant harm and abuse

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody (adult or child) may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a young or immature child home alone. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of Keeping Children Safe in Education as updated (September 2023) and reproduced in Appendix 1. Staff are aware that abuse, neglect and safeguarding issues are rarely standalone events and can be covered by one definition or label.

'Harm' - The Children Act 1989 defines harm as: "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behaviour development; 'health' means physical or mental health; and 'ill treatment' includes sexual abuse and forms of ill-treatment which are not physical. The definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

'Significant Harm' - refers to the "threshold that justifies compulsory intervention in family life in the best interests of children, and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm".

The legislation does not define the line between 'harm' and 'significant harm'. Staff should give 'significant' its ordinary meaning (i.e. considerable, noteworthy or important). The child's particular characteristics also need to be taken into consideration. For example, a child left home alone at the age of 3 could be at risk of significant harm, whereas a child aged 13 years may be less likely so. The test will be subjective to the particular circumstances.

Whether the harm is significant is determined by comparing the child's health and development with what could reasonably be expected from a similar child. For example, if a child is failing to meet developmental or physical milestones, it is necessary to determine whether this is the result of a lack of "good enough" parenting. There is no clearly defined criteria to judge whether harm meets the threshold of 'significant'—it can be the result of a traumatic event or a compilation of acute and long-standing events. As highlighted in Working Together, "Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm."

The following factors should be considered in understanding and identifying significant harm:

- The nature of harm, in terms of maltreatment or failure to provide adequate care;
- The impact on the child's health and development;
- The child's development within the context of their family and wider environment;

- Any special needs, such as a medical condition, communication impairment or disability, that may affect the child's development and care within the family, or which might obscure the existence of abuse;
- The capacity of parents to meet adequately the child's needs; and
- The wider and environmental family context.

9. Abuse of trust and inappropriate relationships

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should note that it is an offence (Sexual Offences Act 2003) for a person aged 18 or over and in a position of trust to (a) intentionally touch a child in a sexual way; (b) have a sexual relationship with a child, even if the relationship is consensual; (c) cause or incite a child to engage in sexual activity; (d) intentionally engage in sexual activity in the presence of a child; or (e) for the purposes of sexual gratification cause a child to watch a third person engaging in a sexual activity or look at an image or any person engaging in a sexual activity. A position of trust could arise even if the member of staff does not teach the child. A child for these purposes is a person under the age of 18.

10. Child on Child Abuse, including Bullying and Sexual Violence and Sexual Harassment

10.1 The Governors, School Leadership Team, and all staff and volunteers at Danes Hill and Bevendean (hereafter, 'the School') are committed to the prevention, early identification and appropriate management of child-on-child abuse (as defined below) both within and beyond the School.

In particular, we believe that in order to protect children, all schools should:

- Be aware of the level and nature of risk to which their pupils are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and
- Take a contextual whole-school approach to preventing and responding to child-on-child abuse;
- Maintain an attitude of 'it could happen here';
- Act as though it is happening even when there are no specific reports;
- Take a zero-tolerance approach to sexual violence and sexual harassment
- Make reasonable adjustments for disabled children and young people to deal with particular disadvantages, such as bullying or child on child abuse

10.2 This section of the Safeguarding and Child Protection Policy:

- Sets out the School's strategy for preventing, identifying and appropriately managing

child-on-child abuse.

- Applies to all staff including Governors, members of the School Leadership Team, staff, volunteers, contractors, etc. It will be reviewed as may be required, at least annually, to ensure that it continually addresses the risks to which pupils are, or may be, exposed. A number of staff will be involved in each annual review, which involves and is informed by an assessment of the impact and effectiveness of this policy over the previous year;
- Does not use the term 'victim' and/or 'perpetrator'. This is because our School takes a safeguarding approach to all individuals involved in allegations of or concerns about child-on-child abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of child-on-child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers;
- Uses the terms 'child' and 'children', which is defined for the purposes of this policy as a person aged under 18. We have nonetheless chosen not to restrict our approach to child-on-child abuse to children but instead to adopt a wider interpretation of our safeguarding responsibilities so that they apply to all pupils, regardless of age.
- Is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education (2023);
- Should, if relevant according to the concerns/allegations raised, be read in conjunction with the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE's Advice) (2021), and any other advice and guidance referred to within it, as appropriate.

10.3 Definition of child-on-child abuse

For these purposes, child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child-on-child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour (including upskirting), and/or gender-based violence; initiation or hazing-type rituals, including any online element; sexual activity without consent; intimate relationships between peers.

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other events that are happening in their lives and spaces in which they spend their time. Any response to child-on-child abuse therefore needs to consider the range of possible types of child-on-child abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of child-on-child abuse takes into account any potential complexity.

10.4 Contextual Safeguarding

- Is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- Recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- Considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the School Leadership Team and student body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment.

10.5 When does behaviour become problematic or abusive?

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

10.6 Harmful sexual behaviours

“Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. All staff should recognise the importance of distinguishing between problematic and abusive sexual behaviour. Both problematic and abusive sexual behaviours are developmentally inappropriate and may cause developmental damage, a useful umbrella term is harmful sexual behaviours or HSB.” – NSPCC

Harmful sexual behaviours are further defined as "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

Simon Hackett has proposed the following continuum model to demonstrate the range of sexual behaviours presented by children, which may be helpful when seeking to understand a pupil's sexual behaviour and deciding how to respond to it.

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> - Developmentally expected - Socially acceptable - Consensual, mutual, reciprocal - Shared decision making 	<ul style="list-style-type: none"> - Single instances of inappropriate sexual behaviour - Socially acceptable behaviour within peer group - Context for behaviour may be inappropriate - Generally consensual and reciprocal 	<ul style="list-style-type: none"> - Problematic and concerning behaviour - Developmentally unusual and socially unexpected - No overt elements of victimisation - Consent issues may be unclear - May lack reciprocity or equal power - May include levels of compulsivity 	<ul style="list-style-type: none"> - Victimising intent or outcome - Includes misuse of power - Coercion and force to ensure compliance - Intrusive - Informed consent lacking or not able to be freely given - May include elements of expressive violence 	<ul style="list-style-type: none"> - Physically violent sexual abuse - Highly intrusive - Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour - Sadism

Hackett's continuum relates exclusively to sexual behaviour and is not exhaustive. The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children. Staff should always discuss any concerns with the DSL (or, in their absence, a Deputy DSL). Where an (alleged) incident involves a report of sexually harmful behaviour the DSL must be informed.

10.7 Other behaviour

When dealing with other alleged behaviour, which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- Is socially acceptable
- Involves a single incident or has occurred over a period of time
- Is socially acceptable within the peer group
- Is problematic and concerning
- Involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexualorientation, physical, emotional, or intellectual vulnerability
- Involves an element of coercion or pre-planning
- Involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/ children allegedly the subject of that power
- Involves a misuse of power

10.8 Identifying child-on-child abuse

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on-child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include (source: NSPCC):

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- Physical injuries;
- Experiencing difficulties with mental health and/or emotional wellbeing;
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
- Broader changes in behaviour including alcohol or substance misuse;
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- Abusive behaviour towards others.

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour can be investigated.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of child-on-child abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Any child can be vulnerable to child-on-child abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to child-on-child abuse due to how others now perceive them, regardless of any characteristics, which may be inherent in them and/or their family.

Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially

isolated from their peers may be more vulnerable to child-on-child abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers.

Research suggests that child-on-child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. The School will regularly review gender dynamics of child-on-child abuse within its settings.

10.9 School culture and environment

The School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by: Educating all staff, pupils, and parents about this issue. This includes:

- Training staff on the nature, prevalence and effect of child-on-child abuse, and how to prevent, identify and respond to it. This includes (a) Contextual Safeguarding; (b) the identification and classification of specific behaviours; and (c) the importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as horseplay or teasing.
- Educating children about the nature and prevalence of child-on-child abuse via Personal Development and the wider curriculum. Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. Pupils are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of child-on-child abuse.
- Engaging parents on this issue by:
 - Talking about it with parents, both in groups and one-to-one;
 - Asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks;
- Ensuring that all child-on-child abuse issues are fed back to the DSL so that they can identify and address any concerning trends and pupils who may be in need of additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- Working with staff, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
- Creating a culture in which our pupils feel able and safe to share their concerns openly, in a non-judgmental environment, and have them listened to; and responding to cases of child-on-child abuse promptly and appropriately.

10.10 Multi-agency Working

The School actively engages with its local partners in relation to child-on-child abuse, and works closely with, for example, the Surrey Safeguarding Children Partnership, children's social care, the police and/or other relevant agencies, and other schools.

The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of child-on-child abuse.

They help the School (a) to develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist; (b) to ensure that our pupils are able to access the range of services and support they need quickly; (c) to support and help inform our local community's response to child-on-child abuse; (d) to increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils.

The School actively refers concerns/allegations of child-on-child abuse where necessary to the police and children's social care. This is particularly important because child-on-child abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working.

11. Other Safeguarding Issues

All staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and also at <http://www.nspcc.org.uk> Staff can also access broad government guidance on the issues listed below via the GOV.UK website: [Criminal Exploitation of Children and Vulnerable Adults](#)

child sexual exploitation (CSE)	gangs and youth violence
bullying including cyberbullying	gender-based violence/violence against women and girls
domestic abuse	mental health
drugs	
fabricated or induced illness	teenage relationship abuse
faith abuse	trafficking

Non-Governmental Organisation (NGO) advice is also available regarding other safeguarding issues, as follows:

[Eating disorders](#)

[Self-harm](#)

11.1 Children Missing from Education

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

All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse or neglect including pupil trafficking, sexual abuse and sexual exploitation.

All staff are informed of the separate procedures to be used for searching for, and if necessary, reporting, any pupil missing from school as well as the school's attendance policy and procedures.

These procedures are informed by the Pan London Child Protection Procedures and have regard to relevant statutory guidance in respect of School attendance (November 2016); children missing from home or care (January 2014); Children Missing Education (September 2016) and Working Together To Improve School Attendance (September 2022). In particular, the School, via the DSL, will report to the Local Authority and to the Police, any instance of a pupil going missing in circumstances that meet the threshold for such a report to be made.

Please see the School's separate Attendance Policy and Missing Pupil Procedure for further details. These procedures include:

- safeguarding responses to children who go missing from education, particularly on repeat occasions, which help identify the risk of abuse and neglect and which help to prevent the risks of the child going missing in future;

- the requirement to:
 - record any incident, the action taken and the reasons given by the pupil for being missing.
 - notify the local authority when the school is about to remove or add a pupil from or to the school admission register at a non- standard transition point.
 - to make reasonable enquiries to establish the whereabouts of a child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1)(h), namely that the child has been continuously absent from the school for a period of twenty school days or more.

All staff are aware of their roles to protect children from going missing in education. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

11.2 'So Called Honour based' Abuse

So-called 'honour-based' abuse (HBA), formerly known as 'honour-based' violence (HBV) encompasses crimes that have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

There is a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multi- agency liaison with police and children's social care.

11.3 Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM.

Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place include knowing both that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.

The child may also talk about a special procedure/ceremony that is going to take place. Indicators that FGM may already have occurred include prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems. Some teachers have described how children find it difficult to sit still and look uncomfortable, or may complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

There is a mandatory reporting duty for all teachers in respect of FGM. Where a member of staff discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl who is aged under 18, he or she must personally report it to the police. Those failing to report such cases to the police will face disciplinary sanctions. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s.

11.4 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmfu@fco.gov.uk.

11.5 Preventing Radicalisation

The referral procedures set out in this policy also apply where there are concerns about children who may have been drawn into terrorism.

Terrorism is defined as 'an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts 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.'

In accordance with the Department for Education Statutory Guidance 2015: Prevent Duty,

the School recognises its duty to have due regard to the need to prevent pupils from being drawn into terrorism and adopts appropriate protocols to minimise the risk. The DSL is the designated Prevent Duty person responsible for co-ordinating action within the School and liaising with other agencies.

Although the School assesses the risk to be low at present, the School will implement prevention measures such as applying appropriate restrictions to internet sites likely to promote terrorist and extremist materials, discussing these dangers with pupils when appropriate in suitable forums, and undertaking Prevent awareness staff training periodically to ensure that staff are able to identify pupils at risk and know how to intervene. Intervention will involve following the safeguarding procedures and referring cases by e-mail to preventreferrals@surrey.pnn.police.uk following the [Prevent referral process](#) and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999.

In cases where further advice from the Police is sought dial 101 or 01483 632982 and speak to the Prevent Supervisor for Surrey. The Department for Education have a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

The DSL will also assess and manage appropriately any risks identified in the vicinity of the School, including those posed by any visiting speakers, and will maintain a register of all visiting speakers, who will always be checked as suitable before being permitted to visit the School. The School will work in partnership with relevant members of the Local Safeguarding Partnership over such matters; the level of risk will determine the most appropriate referral. Further information is available from the government Channel guidance on radicalisation. Templates for completing such risk assessments can be found here: [Prevent duty: risk assessment templates – GOV.UK \(www.gov.uk\)](#).

There is no single way of identifying an individual who is likely to be vulnerable to being drawn into terrorism. It can happen in many different ways and settings. Specific background factors may contribute to vulnerabilities which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist group may appear to provide an answer. The internet and use of social media in particular has become a major factor in the radicalisation of young people. Factors that may have a bearing on someone becoming vulnerable include, but are not limited to: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, antisocial behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

11.6 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious imbalance, the power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The

abuse can be perpetrated by individuals or groups. Indicators of exploitation and the nature of exploitation may vary between boys and girls.

CCE might 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. 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. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. It can affect any child, including those old enough to legally consent to sex. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity, or what they believe to be genuine romantic relationship, with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. The School is aware that a child may not be able to recognise the coercive nature of the abuse and may not see themselves as a victim. Consequently, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other victim of abuse.

11.7 Private Fostering

Children being privately fostered are required by law to be seen by a social worker. If a member of staff or volunteer becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the DSL. The DSL will then notify Children's Services who will check that the arrangements are suitable and safe for the child.

11.8 Domestic Abuse

The Domestic Abuse Act 2021 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.

Domestic Abuse defined by the Act includes:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless

of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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. Exposure to domestic abuse and/or violence 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

The School is registered with operation Encompass: this is a system which ensures that when 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 key adult (usually the DSL) in school before the child or children arrive at school the following day. Refuge runs the National Domestic Abuse Helpline which can be called free of charge and in confidence 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones.

11.9 Serious Violence

Staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime.

These may include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in 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. Risk factors that increase the likelihood of involvement in serious violence include:

being male; frequent absence/exclusion from school; having experienced child maltreatment; having been involved in offending.

11.10 Sexual Violence and Sexual Harassment

Please refer to Section 8 within the Child Protection Procedures within this document for full detail on child-on-child abuse. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; Danes Hill School has a zero-tolerance approach to abuse.
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. 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: s/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. (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. (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.

Sexual Harassment: this means 'unwanted conduct of a sexual nature' that can occur online and offline. 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 (it has to be considered when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and videos (a criminal offence);
 - sharing of unwanted explicit content;
 - upskirting (which is a criminal offence)
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

11.11 Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a DDSL. Only appropriately

trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Danes Hill School recognises that it has an important role to play in supporting the mental health and wellbeing of our pupils. The School has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The School accesses a range of advice to help identify and help children in need of extra mental health support; this includes working with external agencies. More information can be found in the School's Mental Health and Wellbeing Policy, which is available to all pupils, parents and staff on the school website.

12. Children who may be particularly vulnerable

Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse. See Appendix 1 for details about the types and signs of abuse.

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are particularly vulnerable: see Appendix 1 for a list of factors that may make a child particularly vulnerable to abuse.

Special consideration and attention includes monitoring through the pastoral systems of the School:

Each child has a form teacher and in the Upper School they also have a tutor who is responsible for their day to day wellbeing and pastoral care.

The system is strengthened by Heads of Year and Heads of Section who also support the pupils and the staff team. The school nurses and the School Counsellor also play a key role. The pastoral care system is overseen by the Assistant Head Pastoral who is also a DDSL.

Weekly meetings are held where the welfare of pupils of concern or in need is actively monitored and discussions held to guide the actions taken, including managing referrals. The concerns file for the individual pupils is updated as new information arises. The DSL liaises with CSC regarding involvement of outside support agencies.

Special consideration will also extend to the provision of safeguarding information, resources and support services in community languages and accessible formats. It may also include, as necessary, the appointment of an appropriately trained and informed teacher to promote

the educational achievement of any child who is 'looked after' or who is otherwise considered in need of such support. Where a member of staff is placed in a position of working with a 'looked after' child, they will be provided with all necessary information, including: the child's status, up-to-date assessment information from the relevant Local Authority, the most recent care plan, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the DSL. Further details are included in the Policy for Looked After Children.

13. E-Safety

The school adopts a whole school, holistic approach to online safety which (a) captures the range and complexity of the risks and of children's experiences of those risks; (b) seeks to mitigate those risks as far as possible without depriving children of the significant benefits provided by technology and the internet; and (c) handles all cases of online harm appropriately and with sensitivity.

Most of our children will use mobile devices and computers at some time. They are important tools for communication and education as well as for recreation and socialising. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails (cyber-bullying), to enticing children to engage in sexually harmful conversations, webcam photography or face to face meetings, radicalisation or sexual predation.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material. This includes but is not limited to:
 - (a) violent pornography or sexual images of children which affect a child's perception of girls, love and relationships;
 - (b) material promoting harmful behaviours such as self-harm or eating disorders;
 - (c) propaganda or material promoting extremism, radicalisation and/or terrorism;
 - (d) material showing or depicting extreme violence or brutality; and social media such as Facebook and Instagram which can provide children with distorted and unrealistic images of others' lives, causing some children to feel inadequate or distressed about their own lives.
- Contact: being subjected to harmful online interaction with other users. This includes but is not limited to
 - (a) cyber-bullying; and
 - (b) contact from individuals seeking to groom children for the purposes of sexual abuse or radicalisation.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm. This includes but is not limited to
 - (a) responding to and engaging with individuals seeking to groom or abuse children;
 - (b) youth produced sexual imagery.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or

financial scams. (If pupils, students or staff appear at risk, please report to the Anti-Phishing Working Group(<https://apwg.org/>)).

Having assessed the level and nature of risk posed to our pupils, and bearing in mind the prevalence of online harm and abuse in the UK, we consider the risk of online harm to be material, particularly in relation to: cyber-bullying; harm caused by youth produced sexual imagery, internet pornography or on-line grooming; and harmful material promoting behaviours such as self-harm and eating disorders.

The School's Staff Code of Conduct and ICT Acceptable Use Policy explain the responsibilities of staff in relation to keeping children safe in school.

The school will do all it reasonably can to limit children's exposure to the above risks when using our own IT systems, by having in place appropriate filters and monitoring systems which are designed to protect children from online abuse without "overblocking" or imposing unreasonable restrictions as to what children can be taught through online education. See also the School's Online Safety Policy and Acceptable Use Policies.

Pupils also receive guidance on safe use of the web (including anti-bullying) through the ICT and Personal Development curricular and in year group assemblies. Cyber-bullying by children, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed throughout Anti-bullying policy and procedures. Pupils are educated about the risk of online harm – including youth produced sexual imagery, and the ways to mitigate those risks in Personal Development, Information Technology classes and in assemblies and tutor groups.

Chat rooms and social networking sites are sources of risk of inappropriate and harmful behaviour in the digital arena. Some children will undoubtedly be 'chatting' on mobile or social networking sites at home. The School runs parent seminars to help parents understand the possible risks and actively engages with parents to ensure a joined-up approach when responding to cases of harm, and to ensure as far as possible that parents are aware of and understand the risks of it and are able to identify and respond appropriately to cases of online harm.

Any child may suffer from online harm and all staff should be alert to the risk of it. Indicators that a child may be being abused or harmed online overlap with other indicators of abuse which can be found at Appendix 1 of the Safeguarding Policy.

If you suspect that a child may be at risk of or suffering from online harm, follow the procedure set out at Section 3 of the Child Protection Procedures and discuss any concerns with the DSL immediately. The DSL will discuss the incident with you and agree on a course of action in accordance with the safeguarding procedures set out in the Safeguarding policy.

For more information on E-safety see:

- www.thinkuknow.co.uk
- www.disrespectnobody.co.uk
- www.saferinternet.org.uk

- www.internetmatters.org
- www.pshe-association.org.uk
- www.educateagainsthate.com
- www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation
- <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Additional information to support schools in keeping children safe online is provided in Annex D of Keeping Children Safe in Education.

Internet Usage Monitoring and Filtering

Logging and Filtering

To uphold the safety and well-being of our students, Danes Hill School maintains a robust system for monitoring and filtering internet usage. The DSL has the responsibility to understand filtering and monitoring systems and to coordinate activity to ensure that they are effective. This comprehensive approach ensures that all staff and students are protected, regardless of their location.

- **Logging with iBoss:** Every website accessed by staff or students, whether on-site within our premises or via their personal Surface Pro/Book/Laptop beyond the school gates, is meticulously logged using iBoss. While on-site web traffic is filtered through our local appliance, we have extended the protection of the iBoss cloud agent to all devices. This strategic implementation guarantees that device protection remains consistent, irrespective of its physical location.
- **Keyword Monitoring with Senso Service Client:** To further enhance our safeguarding measures, we have deployed the Senso Service Client on all devices. This specialised software actively scans for a wide range of keywords, including those specific to our geographical area, such as local slang terms. These keywords are categorised into different levels of concern, ranging from low to critical. When a keyword is detected, designated staff members are promptly alerted, allowing for immediate attention and intervention in cases of potential misuse.

Example Scenario

As an illustration of this system in action, consider a scenario where a student attempts to contact another student inappropriately outside of school hours. In such instances, the system logs relevant keywords, captures screenshots, and generates an immediate email notification to notify relevant personnel, including the DSL. This response ensures that any potential risks are swiftly identified and addressed, contributing to the safety and security of our school community.

14. The sharing of youth produced sexual imagery (sharing nudes and semi-nudes, previously known as ‘sexting’)

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

photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Sexting 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; and
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020). 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 accordingly.

If a member of staff becomes aware of an incident involving the sharing of nudes of or by a child, they should follow the safeguarding procedures and refer to the DSL as soon as possible. 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 should not view, copy or print the imagery.**

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Services Local Referral, Intervention and Assessment Service Team, or the police as appropriate. Immediate referral at the initial review stage should be made to Children's Services Local Referral, Intervention and Assessment Service Team/police if:

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What is known about the imagery suggests the content depicts sexual acts which are unusual for
 - the child's development stage or is violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under; and
- 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 applies then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Head, to respond to the incident without escalation to Children's Services Local Referral, Intervention and Assessment Service Team, or the police.

In applying judgement 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 more vulnerable than usual i.e. at risk;
- 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
 - i.e. difficult home circumstances;
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our safeguarding procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the School.

The DSL will record all incidents of sexting, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

15. Health & Safety, Extended School Activities and Educational Visits

The School's Health & Safety and Educational Visits procedures are set out in separate documents, and reflect the consideration given to the protection of our children both physically within the School environment and away from the School when undertaking School trips and visits.

Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection Policy and procedures apply. Where other organisations provide services or activities on our site the member of the School's staff responsible for arranging the services or activities will check that the service or activity providers have appropriate procedures in place, including relevant risk assessments and safer recruitment procedures.

When our children attend off-site activities, including those abroad on School trips we will check that effective child protection arrangements are in place. All staff are bound by the school's Educational Visits Policy when arranging and organising off-site trips.

In light of learning from the Southbank International School Serious Case Review, the DSL closely monitors the conduct of pupils and staff on trips and pupils, trip leaders and assistant leaders are actively asked for feedback following every trip that involves an overnight stay.

16. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have appropriate safeguards in place. To protect children, we will:

- Seek their and their parents' consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- When photographs of pupils are published, we use only the child's first name with an image
- unless parents have consented for the pupil's full name to appear next to the image;
- Ensure that children are appropriately dressed;
- Encourage children to tell us if they are worried about any photographs that are taken of them.

Further guidance for staff on the taking and storing of photographs and images of pupils is contained in the Staff Code of Conduct.

From time to time professional photographers are invited into the School to take group photographs or pictures of significant events; any professional photographers hired by the School will be subject to appropriate vetting checks.

CCTV is located around the School but is not installed in classrooms, changing rooms or toilet areas. All surveillance within the School is overseen by a data controller registered with the Information Commissioner's Office.

Photographs, digital images or videos of pupils may be taken by parents and family members, either on the School site or when pupils are involved in organised activities off site. Parents and family members are welcome to take photographs or videos of school events which may include images of other pupils. To respect the privacy of others and in some cases for protection purposes, these images should not be made publicly available on social networking sites or on other public areas of the internet. Parents should not take photographs of their child or fellow pupils in the swimming pool or changing rooms. If the behaviour of an adult capturing images seems unusual or the pupil appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel safe and confident to do so) and report the matter to the DSL as soon as possible, and in as much detail as possible, to allow the concern to be followed up. The police will be informed in cases of serious concern.

Staff are responsible for ensuring that their mobile phones and any electronic devices with imaging and sharing capabilities do not hold inappropriate or illegal content. At Bevendean, all staff mobiles and any electronic devices with imaging and sharing capabilities must be turned off and kept away from children. Phones can only be checked at break times. All adults, including parents and visitors who attend the Bevendean site are made aware that mobile phones and any electronic devices with imaging and sharing capabilities are not used in the presence of children and no images should be recorded by parents in the EYFS.

17. Secure premises

School premises: The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

Identification badges: All Governors and members of staff, including volunteers will receive an ID badge with the title 'Governor', 'staff', or '(vetted) volunteer' (as appropriate), which must be clearly displayed and worn at all times whilst on the School premises.

The School uses an electronic sign in and out system where all guests must register their full name and who they are visiting. The screen will display a Safeguarding Screen which asks guests to tick a button that they have understood the safeguarding terms, and where to find more information. Guests will receive a lanyard after signing in. If they are not DBS checked with the school, they will receive a red lanyard, showing staff and pupils alike, that these guests are not DBS checked and will always be escorted by a staff member. Contractors who are checked and on the SCR, will receive a green lanyard, showing their contractor status, but these visitors do not need to be escorted. Reception and site staff are trained in the process to check with HR or the DFO if they are not certain the person is on the SCR.

18. Pastoral and Safeguarding Education

The School promotes the welfare of children through the Assembly Programme, Personal Development curriculum, the ICT curriculum and parents' forums. Pupils are taught how to keep themselves safe and build resilience (including building resilience to radicalisation). Pupils are given the information to avoid situations and persons, including over the internet and mobile technology, which/who could lead them into harm. Further details of safeguarding education in the curriculum at Danes Hill School are recorded in summary documents.

At Bevendean, Safeguarding is taught (in a planned component of the curriculum) through the curriculum and Personal Development and personal, social and emotional development in the EYFS.

19. Monitoring and review

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.

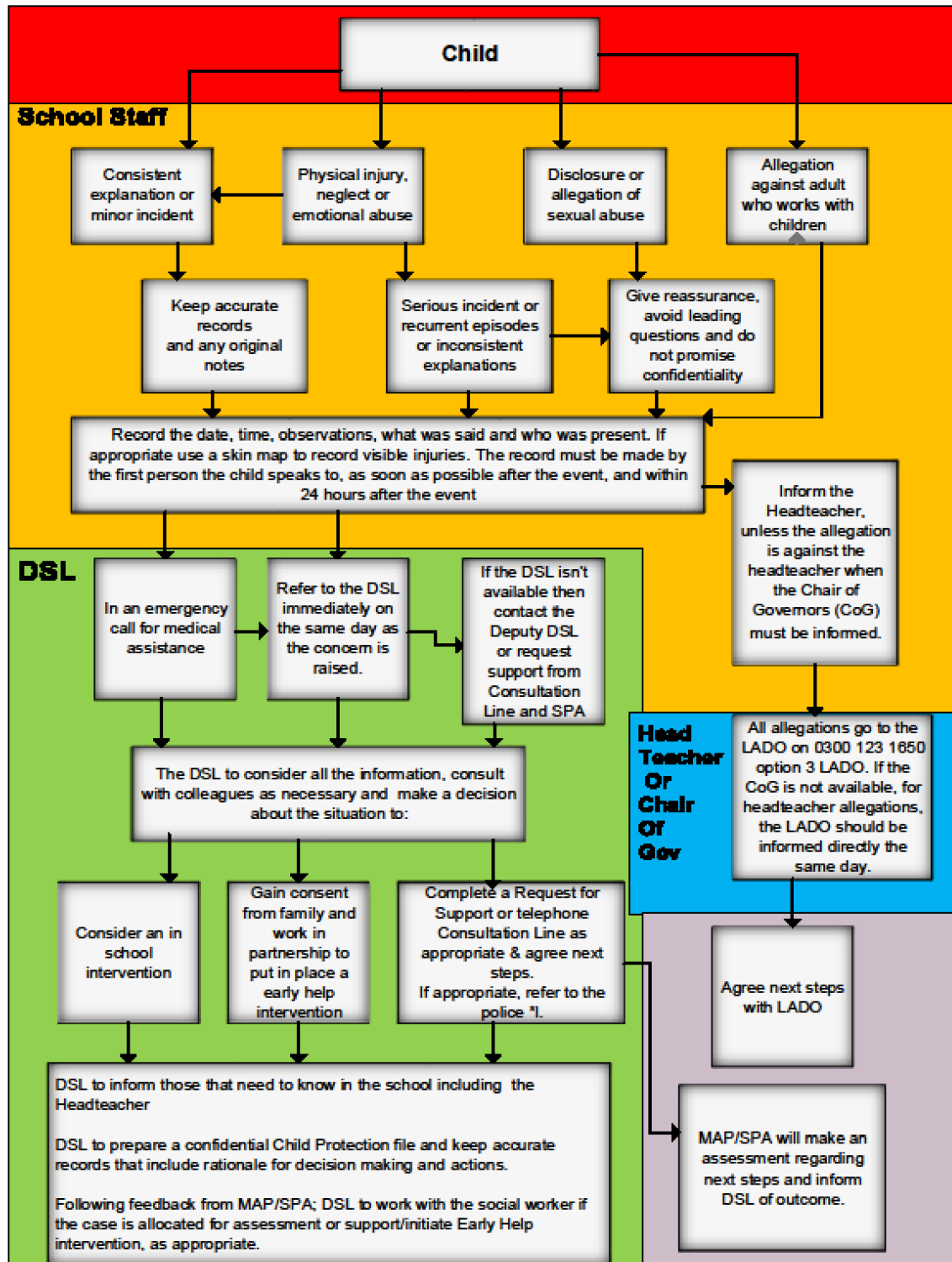
In addition, the DSL will ensure that this policy is reviewed annually and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay and a report made to the Governing Body.

The Governors will undertake an annual review of this policy and its procedures including good cooperation with local agencies and of the efficiency with which the relevant duties have been

discharged. The annual review and any changes to the policy will be signed off by the GB at a full meeting, where the review will be discussed and discussion minuted.

All staff will be regularly reviewed on their own safeguarding practices and given opportunities to discuss concerns they may have about welfare and safeguarding matters.

Child Protection Procedures



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

Flowchart

Child Protection Procedures

It is important that a child at risk or in need receives the right help at the right time to address risks and prevent issues escalating. It is therefore important that all staff understand their responsibility to: identify, act on and refer the early signs of abuse and neglect; keep clear written records; listen to the views of the child; reassess concerns when situations do not improve; share information quickly and challenge inaction. All staff at the School are expected to comply with statutory guidance Working Together to Safeguard Children (2018) unless exceptional circumstances arise. In particular, staff are expected to appreciate that effective safeguarding systems are those where:

- The pupil's needs are paramount, and the needs and wishes of each child should be put first, so that every child receives the support they need before a problem escalates;
- All staff who come into contact with pupils and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- All staff share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;
- Appropriately qualified, experienced staff are able to use their expert judgement to put the pupil's needs at the heart of the safeguarding system so that the right solution can be found for each individual pupil;
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes.

1. What to do if you suspect a child is at risk of significant harm

If a member of staff is concerned that a pupil may be suffering significant harm or is at risk of significant harm (see definitions provided in section 10 of the policy above), the matter should be referred to the DSL, or Deputy DSLs in the DSLs absence, as soon as possible. If a child is in immediate danger or is at risk of harm a referral should be made to Child'en's Social Care (CSC) immediately, or in an emergency, dial 999 and request the appropriate emergency service. Anyone can make such a referral.

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their art or written work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use CPOMS to record these early concerns and inform the DSL immediately. If the child does begin to reveal that they are being harmed or is at risk of significant harm you should follow the advice in section 2 below: 'if a child discloses information to you'.

2. If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and/or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or well-being you will need to let them know that you must pass the information on – you are not allowed to keep secrets or promise confidentiality as this may ultimately not be in the best interests of the child. The point at which you make the child aware of this is a matter for professional judgment. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely;
- Remain calm and do not over-react – the child may stop talking if they feel they are upsetting you;
- If the report includes an online element, be aware of searching screening and confiscation advice (for schools) and UKCIS advice on sharing of nudes/semi-nudes (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child but to confiscate any device which they believe (with good reason) to have any such images stored on it, and pass the device immediately to the DSL;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- Do not be afraid of silences – remember how hard this must be for the child;
- Under no circumstances ask investigative or leading questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this;
- At an appropriate time tell the child that in order to help them you must pass the information on;
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong;
- Tell the child what will happen next. The child may agree to go with you to see the DSL;
- Otherwise let them know that someone will come to see them before the end of the day;
- Follow the procedure outlined below: Taking action: advice for staff
- Write up your conversation as soon as possible on CPOMS and inform one of the DSLs;
- Know that you have a professional responsibility to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children’s social

care. Take advice as necessary from the DSL if you are unsure about anyone with whom you should/should not be sharing information; Seek support if you feel distressed;

3. Taking action: advice for staff

Key points to remember for taking action are:

- In an emergency take the action necessary to help the child, for example, call 999;
- Report your concern to the DSL as soon as possible, unless it involves an allegation against a member of staff or volunteer in which case the procedures in Appendix 2 should be followed;
- If the DSL is not available, ensure the information is shared with the deputy DSL (or in their absence, with the most senior person in the school) that day
- If there is a risk of immediate serious harm to a child a referral should be made to child'en's social care immediately (and within one working day). See paragraph 6 below;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete and submit a Child Protection Record of Concern as an entry on CPOMS and seek support for yourself if you are distressed.

4. Reporting directly to child protection agencies

If staff members have any concerns (as opposed to a child being in immediate danger - see below) about a child they should raise these with the DSL or a Deputy DSL. The DSL should usually help decide whether a referral to Children's Social Care, early help (see section 9 of policy) or other support is appropriate, which must be done in accordance with the referral thresholds set by the Local Safeguarding Partnership.

If a referral to Children's Social Care is appropriate in most instances the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one has not been made they can and should consider making a referral themselves.

If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

If, a child is in immediate danger or is at risk of harm a referral should be made to Children's Social Care and/or the police immediately (and within one working day). Anybody can make a referral.

Under these circumstances, you (or, if necessary, the most senior person in the school that you can find to help you) should contact the Surrey Single Point of Access team at Weybridge in the first instance for advice on how to refer (you may be referred to another

Local Authority SPA or C-SPA team): 0300 470 9100 OPTION 1

The SPA team will require basic information from you such as:

- Your name
- Address
- Details of the child that you have concerns about.

This information is taken to help the specialist safeguarding team make enquiries, and contact you again if necessary. Information you supply is held in the strictest of confidence and not disclosed to any party; including those connected to the child you have concerns about. If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If Early Help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

Other ways to report your concerns:

Call the local specialist Police Child Abuse Investigation Team (CAIT) on 020 8 247 6331. NSPCC – for help if you are unsure whether to report your concerns. Call 0808 800 5000 to speak in confidence, or text anonymously to 88858.

5. Notifying Parents

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will normally make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from CSC. If the allegation involves a member of staff the parents should only be informed with the LADO's consent.

For the avoidance of doubt, referrals to CSC or the LADO do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

6. Action by the DSL – referral to CSC

The DSL (or in their absence, the Deputy DSL) will make a referral to CSC immediately if it is believed that a child has suffered or is at risk of suffering significant harm.

In situations where a pupil is not at risk of suffering significant harm but is instead in need of Early Help or additional support from one or more agencies (referred to as a 'child in need'), the DSL will still liaise with CSC in accordance with inter agency procedures and, depending on their advice, will complete an Early Help Assessment or engage with any other approach offered by CSC (e.g. 'Team around the Child') to ensure assessment/referral of the pupil and/or his parents for appropriate social care services.

Many School pupils are resident in other LA; in these cases, a CAF form or details of other local approaches (e.g. 'Team around the Child') will be obtained by contacting local children's services team for the borough of residence.

If there is room for doubt as to whether a referral should be made, the DSL will consult with CSC on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to CSC will be made without delay.

If the initial referral is made by telephone, the DSL will confirm the referral in writing to the CSC within 24 hours. If no response or acknowledgment is received within one working day, the DSL will contact the CSC again.

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the DSL know the outcome. This will include determining whether:

- The child requires immediate protection and urgent action is required;
- Whether the child is in need, and should be assessed under section 17;
- There is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- Any services are required by the child and family and what type of services; and
- Further specialist assessments are required in order to help the local authority to decide what further action to take.

The DSL will follow up if this information is not forthcoming.

Referrals following an allegation against a member of staff or volunteer will be dealt with in accordance with the procedures set out in Appendix 2.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their

safety and/or welfare.

7. Responding to concerns or allegations of child-on-child abuse

It is essential that all concerns/allegations of child-on-child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School culture and environment.

Any response should:

- Include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
- Treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, they may also have considerable unmet needs and be at risk of harm themselves. The School will ensure a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter;
- Take into account: that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts - such as the child's/child'en's peer group (both within and outside the School); family; the School environment; their experience(s) of crime and victimisation in the local community; and the child/child'en's online presence. Consider what changes may need to be made to these contexts to address the child's/child'en's needs and to mitigate risk; and
- The potential complexity of child-on-child abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting;
- The views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL will usually discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made.

The DSL will manage the child/child'en's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

7.1 What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?

If a pupil is in immediate danger, or at risk of significant harm, a referral to child'en's social care (if the pupil is aged under 18) and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL (or a Deputy DSL), the DSL should be informed as soon as possible that a referral has been made.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

If a child speaks to a member of staff about child-on-child abuse that they have witnessed or are apart of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement.

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

DSLs will use their professional judgement to determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL will consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL will contact CSC immediately. The DSL will discuss the allegations/concerns with CSC and agree on a course of action, which may include:

A - Manage internally with help from external specialists where appropriate and possible

B – Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family

C – Refer child/children to child'en's social care for a section 17 and/or 47 statutory

assessment
D – Report alleged criminal behaviour to the Police

7.2 Individual risk and needs assessment

Where there is an incident of child-on-child abuse, the School will carry out a robust risk and needs assessment in respect of each child affected by the abuse. These risk assessments will:

- Assess and address the nature and level of risks that are posed and/or faced by the child;
- Engage the child's parents and draw upon local services and agencies to ensure that the child's needs are met in the long term.
- Consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child; and
- Be reviewed at regular intervals in light of the child's on-going needs to ensure that real progress is being made which benefits the child.

If at any stage the child's needs escalate, the DSL (or Deputy DSL) will refer the situation to CSC again to determine the appropriate course of action.

7.3 Disciplinary action

The School will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including:

- (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;
- (b) to demonstrate to the child/children and others that child-on-child abuse can never be tolerated; and
- (c) to ensure the safety and wellbeing of other children.

However, these considerations will be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action, the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it.

The School will, where appropriate, consider the potential benefit, as well as challenge, of using exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required.

Expulsion will usually only be considered as a last resort and only where necessary to ensure the safety and well-being of the other children in the School. Disciplinary interventions alone are rarely able to solve issues of child-on-child abuse, and the School will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, set out above and below.

7.4 On-going proactive work to a contextual whole-school approach

The School's response to concerns/allegations of child-on-child abuse forms part of on-going proactive work by the School to embed best practice and take a contextual whole-school approach to such abuse. As such the School's response can become part of its wider prevention work.

In addition, the School will review the context in which any incident of child-on-child abuse occurred in the School, the local community in which the School is based, and the wider physical and online environment, including consideration of the following questions:

- what protective factors and influences exist within the School (such as positive peer influences, examples were child-on-child abuse has been challenged etc.) and how can the School bolster these;
- How (if at all) did the Sch'ol's physical environment contribute to the abuse, and how can the School address this going forwards, for example by improving the Sch'ol's safety, security and supervision;
- Did wider gender norms, equality issues and/or societal attitudes contribute to the abuse;
- What was the relationship between the abuse and the cultural norms between staff and pupils, and how can these be addressed going forwards;
- Does the abuse indicate a need for staff training on, for example, underlying attitudes, a particular issue or the handling of particular types of abuse;
- How have similar cases been managed in the past and what effect has this had;
- Does the case or any identified trends highlight areas for development in the way in which the School works with children to raise their awareness of and/or prevent child-on-child abuse, including by way of the Sch'ol's Personal Development curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work;
- Are there any lessons to be learnt about the way in which the School engages with parents to address child on child abuse issues;
- Are there underlying issues that affect other schools in the area and is there a need for a multi-agency response; Does this case highlight a need to work with certain children to build their confidence and teach them how to identify and manage abusive behaviour;
- And were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the School?

Answers to these questions are developed into an action plan that is reviewed on a regular basis by the School Leadership Team and the DSL.

8. Children with harmful behaviour

There will be occasions when a child's (or children's) behaviour warrants a response under child protection rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with the procedures above. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and CSC services in accordance with the procedures in this policy.

The management of children and young people with harmful behaviour (including sexually harmful behaviour) can be complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator – i.e. all children involved will be treated as being "at risk".

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from CSC on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of CSC, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

9. Complaints about staff and poor or unsafe practice

All complaints and concerns will be considered carefully by the School and appropriate action will be taken.

9.1 Safeguarding complaints

Where parental, staff or pupil complaints raise safeguarding concerns about a member of staff the person to whom the complaint has been made must follow the procedure for referral of concerns set out at Appendix 2 below.

9.2 Complaints by parents or pupils

The School's complaints procedure will normally be followed where a parent raises a concern about poor practice or wrongdoing by staff in the workplace. The complaints procedure is available to all parents and staff via the School Policies page of the school's website.

Every pupil should feel able to raise concerns with any member of staff whom they feel they can trust. Staff who hear about concerns, suspicions or allegations from a pupil must relay the concerns immediately and appropriately to the relevant person – usually this will be to the Head, (the DSL), or in the case of safeguarding concerns, in accordance with the procedure set out at Appendix 2 below.

9.3 Complaints by staff, Neutral Notification, Low-Level Concerns

Complaints from staff involving wrongdoing in the workplace are dealt with under the school's Whistleblowing and/or Grievance procedures. The School's staff procedures are available via the staff Sharepoint.

As part of our whole school approach to safeguarding we wish to promote an open and transparent culture in which all concerns about all adults working on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Creating a culture in which all concerns are shared responsibly and with the right person, and recorded and dealt with appropriately, is critical.

There may be occasions where something occurs which is out of the ordinary and which causes a member of staff to have doubts about the behaviour of another adult towards a pupil or another child or concerns about how their own behaviour might be misinterpreted. It is important that any concerns, or incidents which might give rise to concerns about the conduct of staff, are reported to the DSL (Head), however minor.

A concern of this nature should be reported as a 'Neutral Notification' via online submission on the staff intranet. These will be reviewed by the Head, the DSL and the HR Director (other institutions may use the term 'low-level concern'). The term 'Low-Level Concern' does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. 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.

A neutral notification may also be made by a member of staff to identify situations where events or behaviour (of themselves or colleagues) may need explanation – for example a member of teaching staff with a child at the school who has another child stay the night at their home, as part of a playdate with their own child.

Neutral notifications are submitted via an online web form. A link to this form is on the staff Intranet.

Examples of possible low level concerns include, but are not limited to:

- Situations where staff members may inadvertently cross professional boundaries with students or colleagues.
- Displaying favouritism towards a particular student without clear evidence of harm.
- Engaging with students on personal social media accounts without clear professional purpose.
- Staff having close personal relationships with students (e.g., through playdates) that may raise concerns.
- Repeated instances of not following established school protocols or guidelines.
- Inappropriate or unclear communication that causes discomfort or unease.
- Behaviors that, while not harmful, may be perceived as overly familiar or inappropriate.
- Instances where staff may use their position for personal gain without clear evidence of harm.
- Personal relationships or financial interests that might conflict with professional responsibilities.
- Instances where staff members fail to report incidents or concerns promptly.
- Issues related to the physical environment or minor safety concerns that don't reach the threshold of harm.
- Situations where staff may struggle to maintain appropriate professional boundaries.

- Repeated failure to attend mandatory safeguarding or professional development training.
- Attendance at social events involving students in a way that may raise concerns.

9.4 Whistleblowing

Staff should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. The Whistleblowing Policy, which is reflected in staff training and the Staff Code of Conduct, is in place for such concerns to be raised with the School Leadership Team (SLT) and/or Governing Body (GB). Where a staff member feels unable to raise an issue with the SLT or GB or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them. These are outlined in the Whistleblowing Policy and the staff Code of Conduct. No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice.

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

Staff should also follow the whistleblowing and low level concerns procedures if an allegation is received about an individual or an organisation concerning incidents that happen when the school or college's premises are being used by external providers or by individuals and organisations contracted by the school.

9.5 Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff must not promise confidentiality to a pupil and will always act in the best interests of the pupil. Staff should only discuss concerns with the DSL (Head), the Deputy DSLs or Chair of Governors (depending on the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The School will co-operate with police and CSC to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children (March 2015). In particular, fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

The storing and processing of personal information about pupils is governed by the Data Protection Act 2018 and the General Data Protection Regulations - see the Data Protection Policy in the Staff intranet. Those staff who need to share 'special category personal data' should be aware that the DPA 2018 contains 'safeguarding of children and individuals at

risk' as a processing condition. This allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. In practice, the sharing of such information will normally be restricted to the DSL, Deputy DSLs or other nominated members of the School's Pastoral Management Team.

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers provides further guidance.

Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and CSC to agree the information that should be disclosed and to whom. The reporting restrictions applicable to such matters will be observed.

Written records and other written information will be stored securely on CPOMS where all records are protected by 2 factor authentication and only made available to relevant individuals depending on the required level of confidentiality.

9.6 Related safeguarding portfolio policies and procedures

All related policies and procedures are available via the Staff intranet. Those available to parents are on the policies pages of the website.

Appendix 1

Types and signs of abuse

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Factors which may make a child particularly vulnerable to abuse include:

- Showing signs of abuse/neglect;
- living in an identified domestic abuse situation;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- affected by known parental substance misuse;
- affected by (a) parent(s) suffering with mental health problems or living in chaotic, neglectful and unsupportive home situations;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language;
- 'Looked After' Children (LACs) or children in care or who have returned home to their family from care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. NB A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. See LAC policy for further details.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges (whether or not they have a statutory education, health and care plan). Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL or Deputy DSL. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members

can speak directly to CSC. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, biting, hair-pulling, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is 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 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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Keeping Children Safe in Education also recognises the following as specific safeguarding issues:
Child sexual exploitation (CSE) See section 12.6 of the Safeguarding Policy for the definition of CSE.

Signs in the Child:

Physical signs of Physical Abuse

There isn't one sign to look out for that will prove that a child is being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated. Signs of physical abuse can include:

- injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen;
- respiratory problems from drowning, suffocation or poisoning;
- untreated or inadequately treated injuries;
- bruising which looks like hand or finger marks;
- cigarette burns, human bites; or
- scarring, scalds and burns.

Aside from direct physical contact, physical abuse can also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces ill health in a child.

Physical signs of Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Signs of sexual abuse displayed by children may include:

- Pregnancy
- Sexually transmitted infection
- pain/itching/bleeding/bruising/discharge to the genital area/anus;
- urinary infections/sexually transmitted diseases;

- difficulty walking or sitting; and
- persistent sore throats;

Physical signs of Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to result in the serious impairment of the child's health or development. Signs of possible neglect include:

- the child seems underweight or is very small for their age;
- they are poorly clothed, with inadequate protection from the weather;
- they are often absent from school for no apparent reason; or
- they are regularly left alone, or in charge of younger brothers or sisters.

Signs of Emotional Abuse

Emotional abuse is 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 or inadequate. It may include deliberately silencing children or 'making fun' of what they say. It may feature age or developmentally inappropriate expectations being imposed on children; seeing or hearing the ill-treatment of another; serious bullying (including cyberbullying), 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. Signs of emotional abuse tend to be behavioural rather than physical (see below).

Behavioural signs of abuse and neglect

If a child is being abused, their behaviour may change in a number of ways. For example, they may:

- behave aggressively or be disruptive, act out, demand attention and require more discipline than other children;
- become angry or disinterested and/or show little creativity;
- seem frightened of certain adults;
- become sad, withdrawn or depressed;
- have trouble sleeping;
- become sexually active at a young age;
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children;
- refuse to change for gym or participate in physical activities;
- develop eating disorders;
- self-harm;
- refuse to attend school or run away from home;
- lack confidence or have low self-esteem; or

- use drugs or alcohol.

Signs in the behaviour of the parent or other responsible adult:

- unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not capable;
- offers conflicting or unconvincing explanation of any injuries to the child;
- appears indifferent to or overtly rejects the child;
- denies existence of or blames the child for the child's problems at home or at school;
- sees and describes the child as entirely worthless, burdensome or in another negative light;
- refuses offers of help for the child's problems; or
- is isolated physically/emotionally.

Further information on specific safeguarding issues is linked from section 11 of the Safeguarding and Child Protection Policy in the main policy document.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Appendix 2

Procedures to be followed in the event of an allegation against a member of staff or volunteer of abuse

The DFE has issued statutory guidance which all schools and local authorities must follow when a potential child protection allegation is made against a member of staff (including supply staff) or volunteer. The guidance is contained within the document: Keeping Children Safe in Education (as updated for September 2023). It is expected that all staff and Governors involved in the management of allegations of abuse made against a member of staff or volunteer will comply at all times with statutory guidance.

The School's procedures

The School's procedures for dealing with allegations made against staff or volunteers will be used where a member of staff has any safeguarding concerns about another member of staff or a volunteer, including where the member of staff/volunteer is alleged to have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This procedure relates to members of staff (including supply staff) who are currently working in the School regardless of whether the School is where the abuse is alleged to have taken place. In the particular case of supply staff, it should be noted that the school will usually take the lead in any investigation because supply agencies do not have direct access to children or other school staff, so they will not generally be able to collect the facts or liaise with the LADO.

Allegations against former members of staff or volunteers who are no longer working at the School will be referred to the police. Historical allegations of abuse will also be referred to the police. Where the school has information to indicate that the former staff member is working with children in another location or in potential cases of complex abuse (eg where there is more than one perpetrator) this should also be reported to the LADO in that location and to the senior management of the school where that member of staff is currently working.

If an allegation is made against a member of staff or volunteer, the School's priority will be to achieve a quick resolution of that allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation. All such allegations must be dealt with as a priority without delay.

Contact details for the Local Authority Designated Officer 0300123 1650 - option 3
Email: LADO@surreycc.gov.uk

The following definitions are to be used when determining the outcome of allegation investigations:

- a) **Substantiated**: there is sufficient evidence to prove the allegation;
- b) **False**: there is sufficient evidence to disprove the allegation;
- c) **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- d) **Unsubstantiated**: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- e) **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Reporting an allegation against staff or volunteers

Lower level concerns should be notified to as a Neutral Notification via online submission on the staff intranet. Neutral Notifications are regularly reviewed by the Head, the DSL and the HR Director. If the DSL, HR Director or the Head is the subject of the concern, the procedure below for more serious concerns should be followed.

All allegations, complaints, concerns or suspicions against staff (including supply staff) or volunteers, including any made against the DSL or Deputy DSLs, should be reported directly to the Head, or in their absence to the Chair of Governors, unless that person is the subject of the concern (in which case see below).

All allegations, complaints, concerns or suspicions about the Head should be reported to the Chair of Governors without the Head being informed.

All allegations, complaints, concerns or suspicions about the Chair of Governors should be reported to the LADO without the Chair of Governors or the Head being informed. The LADO may choose to appoint a 'case manager'.

The Head or Chair of Governors (or Vice Chair), as appropriate, (the 'case manager') will immediately (and within one working day) discuss all allegations or suspicions of abuse with the local authority designated officer (LADO) and will not investigate the matter further before speaking to the LADO.

Borderline cases will be discussed without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern indicates possible abuse. The LADO and the case manager will decide in the circumstances what further steps should be taken. This could involve informing parents. In the most serious cases the police will be informed.

The LADO's contact details can be found above. All discussions with the LADO will be recorded in writing.

In a strategy discussion or the initial evaluation of the case, the case manager should share all relevant information they have about the person who is the subject of the allegation, and about

the alleged victim(s).

The initial sharing of information and evaluation by the appropriate agencies may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom.

The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to CSC immediately (and within one working day). Any member of staff can make a referral.

Disclosure of information

Where the LADO advises that a strategy discussion is needed, or police or CSC services need to be involved, the case manager will not speak to the accused person or the parents or carers until those agencies have consulted and have agreed what information can be disclosed.

Subject to the above:

- the case manager will inform the accused person as soon as possible after consulting the LADO and will provide as much information as possible at that time.
- the Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case and the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed and, where necessary, parents and carers will be made aware of the prohibition on reporting or publishing allegations about teachers. If parents or carers express a wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

The case manager should take advice from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Where the police are involved, wherever possible the case manager will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Action to be taken against the accused

The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling and medical advice. They will also be given clear instructions about the need for confidentiality and their responsibility to avoid any contact with any pupils or families involved in the investigation.

The case manager will appoint a named representative to keep the member of staff informed of the progress of the case and to consider what other support might be appropriate. If the member of staff is suspended, they will also be kept up to date with current work-related issues.

Where an investigation by the police or CSC is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to a disciplinary process leading to dismissal, or a decision not to use the person's services in the future.

It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Surrey Safeguarding Children Board.

Suspension

Suspension will not be an automatic response to an allegation and will only be considered in a case where:

- a) there is cause to suspect a child or other children at the School is or are at risk of significant harm
- b) the allegation is so serious that it might be grounds for dismissal or
- c) it is necessary for a fair investigation to be carried out.

If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the designated officer(s), children's social care or the police as required. But suspension is highly unlikely to be justified based on such concerns alone.

All options other than suspension will be considered before taking that step. Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The School will give due weight to the views of the LADO when making a decision about suspension.

A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Criminal proceedings

The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

Return to work

If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child[ren] who made the allegation.

DBS and TRA Referrals and ceasing to use staff

There is a legal duty to refer to the DBS anyone who has:

1. Engaged in 'relevant conduct':

Relevant conduct in relation to children is conduct which:

- a) Endangers a child or is likely to endanger a child
- b) If repeated against or in relation to a child, would endanger a child or would be likely to endanger them
- c) Involves sexual material relating to children (including possession of such material)
- d) Involves sexually explicit images depicting violence against a person (including possession of such images), if it appears to DBS that the conduct is inappropriate
- e) Is of a sexual nature involving a child, if it appears to DBS that the conduct is inappropriate.

A person's conduct endangers a child if they:

- a) Harm a child
- b) Cause a child to be harmed

- c) Put a child at risk of harm
- d) Attempt to harm a child, or
- e) Incite another to harm a child
- f) Satisfied the 'harm test' (i.e. no action or inaction occurred but the present risk that it could was significant), or
- g) Received a caution or conviction for a 'relevant offence' (a list of these offences is available on the DBS website, or call the helpline for advice).

2. Satisfied the harm test;

There are occasions where a person may not have engaged in relevant conduct but there are still serious concerns which satisfy the harm test.

To satisfy the harm test there needs to be credible evidence of a risk of harm to children. For a case to be considered as a risk of harm, there must be tangible evidence rather than a "feeling" that a person represents a risk to children. For example, a teacher who confides in their head teacher that they are sexually attracted to children (but who had not engaged in 'relevant conduct') would satisfy the harm test.

3. Received a caution or conviction for a relevant offence;

and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Referrals should be made as soon as possible after the resignation or removal of the individual.

Failure to make a Referral to the DBS in such circumstances constitutes an offence.

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met – see above – as per the guidance published by the DBS.

If the accused person resigns or ceases to provide his / her services, this will not prevent child protection allegations being followed up in accordance with this policy and the statutory guidance. A referral to the Disclosure and Barring Service (DBS) will be made as soon as possible, if the criteria are met – see above – as per the guidance published by the DBS.

Staff should be aware that the DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Where a teacher is dismissed (or would have been dismissed had they not resigned) for misconduct, separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) should be made, as per the flow chart that appears in the guidance published by the TRA. For information, the reasons for the TRA to consider whether a prohibition order might be appropriate are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

In cases where the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school, immediate action will be taken to ensure the individual does not carry out work in contravention of the order, i.e. pending the findings of the TRA investigation, the individual must not carry out teaching work and must therefore be suspended.

Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

Timescales

All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, as far as possible it should be held within 15 working days.

Unsubstantiated, false or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police or CSC to determine whether any action might be appropriate.

Record keeping and references

Details of all allegations found to be malicious will be removed from personnel records.

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, and a note of any actions taken and decisions reached will be kept on the confidential personnel file and will be retained until the accused has reached normal pension age or for a period of 10 years if that is longer. However, where an issue or concern relating to a member of staff and the safeguarding of children has been identified, records of any concerns, suspicions or investigations will be kept for 75 years. Such records will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The School will provide information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures. In cases where allegations are found to be false, malicious or unsubstantiated, reference will not be made in employer references.

Learning lessons

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 3

Child on Child Abuse References

Child-on-Child Appendix A – Further Resources Child-on-Child abuse statistics

- The crime survey data from 2013:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214970/sexual-offending-overview-jan-2013.pdf

This includes information around sexual violence; and street based violence perpetrated by young men.

- NSPCC: <https://www.nspcc.org.uk/globalassets/documents/research-reports/partner-exploitation-violence-teenage-intimate-relationships-report.pdf>

This 2009 report explores partner exploitation and violence in teenage intimate relationships.

- The Centre for Social Justice:
<http://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2016/11/Bullying-RT/Report-1.pdf>

This 2016 roundtable report looks at how the education sector can best support children who self-exclude due to bullying. It sets out a number of important statistics.

- Parliament publication:
<https://publications.parliament.uk/pa/cm201617/cmselect/cmwomeq/91/9105.htm>

This 2016 publication examines the scale and impact of sexual harassment and sexual violence in schools.

Identifying, assessing and responding to behaviour

The following links are designed to help professionals working with children to identify, categorise and respond appropriately to sexual behaviours by children:

- NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework:
<https://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/harmful/sexualbehaviour-framework/>, which contains the continuum model proposed by Simon Hackett (2010), and provides schools with information about what to expect from local partnerships.
- NSPCC guidance on the stages of normal sexual behaviour:
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/>

- NSPCC: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful/sexualbehaviour/research-resources/>
- Brook Sexual Behaviours Traffic Light Tool: <https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/>

Educating staff and children

- Serious Youth Violence – Home Office 'This is abuse campaign for schools': <https://www.gov.uk/government/publications/this-is-abuse-summary-report>
- New youth produced imagery guidance: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Anti-bullying guidance: https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf
- Cyber bullying: <https://www.childnet.com/resources/cyberbullying-guidance-for-schools/>
- The role of schools in preventing, and responding to, child-on-child abuse: <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>
- AVA Prevention platform has produced guidance for schools on how to develop [pupils'/students'] understanding and skills to prevent violence against women and girls (VAWG): <https://avaproject.org.uk/ava-services-2/children-young-people/preventing-violence-against-women-and-girls/>
- Tender works with schools providing educational programmes for children and staff training aimed at preventing domestic abuse and sexual violence and promoting healthy relationships based on equality and respect: <http://tender.org.uk/>
- Childnet: <https://www.childnet.com/resources/pshe-toolkit/>

Support and interventions

- The charity, the Lucy Faithful Foundation (LFF), provides services to agencies working with children and their families – for those with problematic sexual behaviour on the internet and in the 'real world': http://www.lucyfaithfull.org.uk/files/inform_yp_agencies_leaflet.pdf.

LFF also provides information for parents and carers of children:
http://www.lucyfaithfull.org.uk/files/inform_yp_parents_leaflet.pdf.

- Red Balloon Learning Centres: <http://www.redballoonlearner.org/>
- Leap Confronting Conflict: <http://www.leapconfrontingconflict.org.uk/>
- Barnardo's: <https://www.barnardos.org.uk/get-support/services/seen-sexual-exploitation-ends-now>

General

- Contextual Safeguarding Practitioners' Network: www.contextualsafeguarding.org.uk

Appendix 4

DSL and Deputy DSL Responsibilities

The broad areas of responsibility for the DSL are as follows and taken from Keeping Children Safe in Education:

Managing referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

NB Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguarding and promote the welfare of children.

Work with others

- Refer all cases of suspected abuse to the local authority Children's Social Care and:
 - o The Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);
 - o Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and/or
 - o Police (cases where a crime may have been committed or where guidance indicates that liaison with the police is advisable (see Keeping Children Safe in Education -and NSPCC guidance on when to call the police).
- Liaise with the Head, as appropriate, to inform her of safeguarding issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" (as per Part four of Keeping Children Safe in Education) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training requirements: DSL and Deputy DSL

The DSLs and Deputy DSLs will receive regular training, at appropriate intervals, as and when required, (at least annually), to provide them with the skills and knowledge required to carry out the role and to keep up with any developments relevant to their role.

The DSL and Deputy DSLs should undertake Prevent awareness training and also training in assessing and managing risks and managing reports and/or disclosures of sexual violence and sexual harassment.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role in order that they can:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
 - Have a working knowledge of locally agreed procedures for child protection and inter-agency working, in particular how local authorities conduct a 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;
 - Ensure each member of staff has access to and understands the School's Safeguarding and Child Protection Policy and procedures and the Staff Code of Conduct especially new and part time staff;
 - Be alert to and support the specific needs of children in need, those with special educational needs and young carers;
 - Be able to keep detailed, accurate, secure written records of concerns and referrals;
 - Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
 - can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
 - Obtain access to resources and attend any relevant or refresher training courses; and
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff,
- in any measures the School may put in place to protect them.

Raising Awareness

The DSL will ensure the School's policies are known, understood and used appropriately:

- Ensure the School's Safeguarding and Child Protection Policy and Staff Code of Conduct are reviewed annually, and that procedures and implementation are updated and reviewed regularly in light of changes in local procedures and national statutory requirements and guidance, and work with the Governing Body regarding this.
- Ensure the Safeguarding and Child Protection Policy and Staff Code of Conduct are available publicly (through the School website) and parents know referrals about suspected abuse or neglect must be made and the role of the School in this.
- Link with the Local Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

In addition to the above responsibilities as set out in Keeping Children Safe in Education, the DSL will:

- Ensure that all staff have received the required training and have signed to indicate that they have read and understood this policy, the Staff Code of Conduct which includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils, and Part One of Keeping Children Safe in Education, and that they know who the DSL and Deputy DSLs are;
- Ensure that all staff are re-trained as and when required and that an accurate record of staff attendance of induction and refresher training is maintained.
- Notify CSC if a child with a child protection plan is absent for more than two days without explanation.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through Information and Communications Technology (ICT), Personal, Social and Health Education (PSHE) and/or Sex and Relationships Education (SRE).
- Ensure appropriate safeguarding responses are in place and are implemented to deal with pupils who go missing from the School, in particular any pupils who go missing on repeat occasions. The School has a separate Missing Pupil Procedure.
- Ensure an understanding of expectations, roles and responsibilities around your setting's filtering and monitoring system.
- Understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.
- Promote educational outcomes by sharing the information about the welfare, safeguarding and children protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
 - o Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorized absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Child Protection File

- Where children leave the School, ensure their child protection file is copied for any new school or college 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 to allow the new school or college to have support in

place for when the child arrives. .

- The Child Protection file should be transferred separately from the main pupil file, [and that the child's social worker is informed], ensuring secure transit and that confirmation of receipt is obtained.
- In addition to the child protection file, consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the newschool or college to continue supporting victims of abuse and have that support in place for when the child arrives
- When a new pupil, who has a child protection file, joins the school, ensure key staff such as deputy DSLs and the rest of the safeguarding team are aware, as required.

Previously Looked After Children (Care Leavers)

- Designated safeguarding leads should also have details of the local authority Personal Advisor appointed to guide and support any child who is a care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns.
- Whilst generally speaking the designated safeguarding lead (or deputy) is expected to be available in person, though in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The designated safeguarding lead will ensure adequate and appropriate cover arrangements for any out of hours/out of term activities.

Deputy DSLs

- The deputy DSLs will be trained to the same standard as the DSLs. In the absence of the DSL, the functions of the DSL will be carried out by the deputy DSL. In this policy, reference to the DSL includes the deputy DSL where the DSL is unavailable.

Appendix 5

Responsibilities of the Governing Body in the management of safeguarding

The GB will ensure that it (and, as appropriate, the School's leadership team and all staff) comply(/ies) with all requirements outlined in Part two of Keeping Children Safe in Education, including that:

- There are appropriate policies and procedures in place in order for appropriate action to be taken in a
- timely manner to safeguard and promote children's welfare.
- There is an effective and statutorily compliant child protection policy and procedures in place, together with a Staff Code of Conduct (which should include acceptable use of technologies, staff/pupil relationships and communications including the use of social media) and that these are provided to all staff (including, as and where necessary, to temporary staff and volunteers, based on a proportional risk based approach) on induction;
- DSLs (and deputies) are appointed and that they have the appropriate authority and the time, funding, training, resources and support to fulfil the role and responsibilities as outlined in Appendix 4;
- The School contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (2018) through effective implementation of the child protection policy and procedures and good cooperation with local agencies;
- The School's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Partnership.
- A member of the Governing Body is nominated by the full Governing Body, 'the nominated child protection
- governor for the school' ('board level lead') to:

have oversight of child protection matters, including monitoring of the School's legal duty to refer to the Disclosure and Barring Service;

- liaise with the local authority and/or partner agencies on issues of child protection and
- instigate and oversee the annual review of this policy, which will include formal terms of reference incorporating best practice and/or independent corroboration and inspection of records.
- The School has statutorily compliant procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head
- The School also has procedures in place to handle allegations against other children;
- The School has appropriate procedures in place to keep looked after children safe. In particular, that:
 - appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority

- looking after him/her. The designated safeguarding lead should have details of the child's social worker and
 - the name of the virtual school head in the authority that looks after the child.
- The School operates safer recruitment policies and procedures that include the requirement for at least
 - one member of a recruitment panel to have undertaken safer recruitment training and for appropriate
 - checks to be made in line with national guidance (see part three of Keeping Children Safe in Education and the School's Safer Recruitment
 - policy and handbook).
 - The School operates an effective training strategy that ensures all staff, including the Head and the governors, receive child protection training, with refresher training at appropriate levels, as and when required (at least annually) in accordance with the Local Safeguarding Partnership's guidance.
 - The DSL and deputy receive refresher training at appropriate levels, as and when required (at least annually).
 - An annual review of safeguarding is instigated, carried out and approved and that the minutes of Governing Body meetings record in detail the relevant discussion and actions taken in carrying out and approving their annual review of safeguarding.
 - Where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is 'looked after'
 - Appropriate safeguarding responses are in place to deal with pupils who go missing from the School (see Missing Pupil Procedure), in particular any pupils who go missing on repeat occasions to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
 - Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback and any systems and processes should operate with the best interests of the child at their heart.
 - Any serious incident that has resulted or could result in a significant loss of funds or a significant risk to the School's property, work, beneficiaries or reputation is reported to the Charity Commission immediately, including any suspicions, allegations or incidents of abuse or mistreatment of vulnerable beneficiaries. In particular, if:
 - there has been an incident where the beneficiaries have been or are being abused or mistreated while under the care of the School or by someone connected with the School such as a Governor, member of staff or volunteer;
 - there has been an incident where someone has been abused or mistreated and this is connected with the activities of the School;
 - allegations have been made that such an incident may have happened, regardless of when the alleged abuse or mistreatment took place there are grounds to suspect that such an incident may have occurred;
 - See more at: <http://www.charitycommission.gov.uk/how-to-complain/complain-about-a-charity/guidance-for-trustees/>

The Governing Body recognises:

- its responsibility to ensure that Governors receive appropriate training and information so that they are equipped with the knowledge and skills to fulfil their functions.
- the importance of information sharing between professionals and local agencies as detailed in Working together to safeguard children and Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.
- that while the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Although inter agency working and information sharing are vital in identifying and tackling all forms of
- abuse, it is clear they are especially important to identify and prevent child sexual exploitation.
- Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The GB will ensure the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the
- child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Its responsibility to assist all staff in taking responsibility for safeguarding as part of an overarching approach. Its responsibility to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- The expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for all staff, particularly those with safeguarding experience, to contribute to and shape safeguarding arrangements and child protection policy. Its responsibility to ensure that the Child Protection policy reflects the different gender issues that can be prevalent when dealing with child on child abuse.
- Its responsibility to ensure sexting and the School's approach to it is reflected in the child protection policy.
- Its responsibility to ensure that the safeguarding arrangements take into account the procedures and practice of the Local Authority a part of the inter-agency safeguarding procedures set up by the Local Safeguarding Partnership. This includes understanding and reflecting local protocols for assessment and the LA's threshold document along with

supplying information as requested by the Local Safeguarding Partnership.

- That the department for education has published detailed advice to support Schools in the case of a report of child on child sexual violence or sexual harassment. This advice includes:
- what sexual violence and sexual harassment look like,
- important context to be aware of,
- related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

Appendix 6

Head's responsibilities in the management of safeguarding

- Ensure that the safeguarding and child protection policy and procedures adopted by the GB, particularly concerning referrals of cases of suspected abuse and neglect, are implemented and followed by all staff;
- Allocate sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace will be dealt with in accordance with the school's Whistle Blowing procedures disciplinary procedures, and/or the procedures set out in this policy as appropriate;
- Ensure that children's safety and welfare is addressed through the curriculum;
- Receive the required child protection training and training in order to understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel and to deal with allegations made against members of staff and volunteers.

Appendix 7

Early Help provided

- A minimum of three form times a day when pupils are in contact with a Form Tutor, e.g.
- Registration and Form Time.
- Pupils know how to ask for help anonymously or through a trusted adult (Via noticeboards, Welfare boxes, Personal Development lessons).
- Personal Development curriculum explores emotions and strategies to develop positive relationships.
- Weekly briefing for all staff allows opportunity for discussion regarding any pupil who may be in need of additional support.
- Weekly Safeguarding Committee discusses pupil at risk and is able to draw on knowledge from DSL to
- signpost to external agencies or make referrals to CSC.
- Form Tutor meetings allow pastoral leads to collate and track information on vulnerable pupils.
- Counsellor referrals can be suggested by any member of staff and are approved through the DSL.
- Counsellor is able to refer more complex cases to specialist services and professional contacts. This allows Counsellor to be freed up to assess new cases
- Values of the week such as compassion, tolerance and empathy are celebrated each week in assembly and Form Time.
- MHFA - selected pastoral members of school will be trained in youth mental health.
- Mental Health Week, Anti-Bullying Week, Safer Internet Day are celebrated through guest speakers and a series of assemblies and follow-up Form Time sessions.