



Duke of Kent School

7a - Safeguarding Policy

October 2017

**In line with, and adapted from, Surrey
Protection and Safeguarding Policy**

Safeguarding Children at Duke of Kent School Statement

Duke of Kent School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and procedures in place. All staff (including supply staff, regular volunteers and governors) must ensure that they are aware of these procedures. A copy of the Policy is in the School Staffroom, the School Office, The Staff Handbook (on the VLE) and on the School website, together with related Safeguarding Policies. It is available to anyone by request and can be made available in large print or other accessible format if required

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

Named Staff with Child Protection Responsibilities

Role	Individual	Contact details
Designated Safeguarding Lead (DSL) and E-Safety Co-Ordinator	Mr T Southee	tsouthee@dokschool.org
Deputy Designated Safeguarding Leads (Deputy DSLs)	Mrs J. Fremont-Barnes Mr J Wilson Mrs R Green	jfremont-barnes@dokschool.org jwilson@dokschool.org rgreen@dokschool.org
Early Years and Pre-Prep	Mrs R Green	rgreen@dokschool.org
Chair of Governors	Mr R. Brocksom	rbrocksom@dokschool.org
Nominated Governor	Mr A. Balls	aballs@dokschool.org

Procedures for dealing with concerns about a child

If you are concerned about a child's welfare, please record your concern, and any observations or conversation heard, and report to the DSL as soon as possible the same day. Do NOT conduct your own investigation. In circumstances such as an emergency or genuine concern that appropriate action has not been taken staff members may speak to Surrey Children's Services on **0300 123 1640 (9am-5pm Monday to Friday)** or outside of these hours call **01483 517898** to speak to the emergency duty team. Where there is concern for the child's immediate safety you should call Surrey Police on 999. Anyone can make a referral to Children's Services. Where a child resides in Sussex 01403 229900

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that she/he is unsuitable to work with children) then you should report this to the Head (or the Chair of Governors if the concern relates to the Head or Head's household). The DfE statutory guidance in 'Keeping Children Safe in Education' Sept 2016 and the Surrey County Council Procedures for managing allegations against staff will be followed. **See Appendix 5 for fuller guidance on dealing with allegations against members of staff, the Head, governors or volunteers.**

Duke of Kent School

Safeguarding Policy

Governors' Committee Responsible:	Board of Governors
Nominated Governor:	Mr Alex Balls
Designated Safeguarding Lead:	Mr Tom Southee
Status & Review Cycle:	Statutory: Annual or on amendments to Statutory Guidance
Next Review Date:	September 2018

I. Introduction

- I.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, the Education Act 2002 and the Education and Skills Act 2008, and in line with government publications: 'Working Together to Safeguard Children' March 2015, 'What to do if You are Worried a Child is Being Abused' March 2015. The guidance reflects 'Keeping Children Safe in Education' Sept 2016, Surrey Safeguarding Children Board (SSCB) Child Protection Procedures¹, 'Prevent Duty Guidance for England and Wales' March 2015, Multi Agency Statutory Guidance on Female Genital Mutilation April 2016 and 'Disqualification under the Childcare Act 2006' February 2015. 'Independent School Standard Regulations' and 'ISI Commentary on the Regulatory Requirements' (September 2016). 'Information Sharing' (March 2015). 'The Prevent Duty: Departmental Advice for Schools and Child-minders' (June 2015). 'Mental Health and Behaviour in Schools' (March 2015). 'Counselling in School: A Blueprint for the Future' (March 2015). 'The use of Social Media for Online Radicalization' (July 2015). Child Sexual Exploitation: Definition and a guide for practitioner, local leaders and decision makers working to protect children from child sexual exploitation (Feb 2017).
- I.2. The Governing Body takes seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- I.3. We recognise that all adults, including temporary staff², volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- I.4. All staff believe that Duke of Kent School should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

¹ The SSCB Child protection Procedures are only available online at www.surreycc.gov.uk/safeguarding

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

- 1.5. This Policy:
- 1.5.1. has been authorised by the Governing Body;
 - 1.5.2. its procedures apply wherever staff, governors or volunteers are working with pupils even where this is away from the School, for example an educational visit; and
 - 1.5.3. also applies to the Early Years Foundation Stage (EYFS) provision.
- 1.6. The aims of this Policy are:
- 1.6.1. to support the child's development in ways that will foster security, confidence and independence;
 - 1.6.2. to provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to;
 - 1.6.3. to raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (see Appendix 1);
 - 1.6.4. to provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children;
 - 1.6.5. to emphasise the need for good levels of communication between all members of staff;
 - 1.6.6. to develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
 - 1.6.6.1. to develop and promote effective working relationships with other agencies, especially the Police and Children's Services; and
 - 1.6.6.2. to ensure that all staff working within our school who have access to children have been checked as to their suitability, including a verification of their identity, qualifications, a satisfactory Disclosure and Barring Service (DBS) check (according to guidance)³ and a satisfactory Disqualification by Association completed form. A central record is kept for audit.

2. Safe School, Safe Staff – Responsibilities

We will ensure that:

- 2.1. All members of the Governing Body understand and fulfil their responsibilities, namely to ensure that:
- 2.1.1. there is a Child Protection Policy together with a staff behaviour (code of conduct) policy and that these are fully implemented;
 - 2.1.2. there is a Safer Recruitment Policy;
 - 2.1.3. the School has procedures in place to comply with guidance on disqualification under the Childcare Act 2006;
 - 2.1.4. the school operates safer recruitment procedures, and the DSL or Deputy DSL who are involved in recruitment and at least one member of the Governing Body have complete safer recruitment training, which is repeated every 5 years;
 - 2.1.5. the School has procedures for members of staff and volunteers who suspect or hear a complaint of abuse (set out in Appendix 4);

³ Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- 2.1.6. the School has procedures for dealing with allegations of abuse against staff and volunteers, the Head and the DSL (set out in Appendix 5);
- 2.1.7. the School has procedures for dealing with e-safety concerns (set out in Appendix 3);
- 2.1.8. a referral to the DBS is made if any person (whether employed, contracted, a volunteer or student) in regulated activity has been dismissed or removed from working (whether paid or unpaid) due to safeguarding concerns (whether they have harmed, or have posed a risk of harm to a child), or would have been had they not resigned;⁴
- 2.1.9. a referral to the National College of Teaching and Leadership is considered where a teacher has been dismissed for misconduct, or would have been dismissed had he/she not resigned first.
- 2.1.10. a member of the Senior Leadership Team has been appointed as the DSL; they will be approved by the Governors and they will ensure they have sufficient time to fulfil their duties. The key activities of the role of the DSL are outlined in 3. And are approved by the Governors.
- 2.1.11. the DSL (and deputies) undertake inter-agency training (SSCB Modules 1&2 or formerly the 2 day Inter Agency Course) and also undertake DSL 'New to Role' and the 'Update' Course every two years (see Appendix 7), Prevent Training and any other appropriate training in order to:
 - 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 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 child protection policy and procedures, especially new and part time staff;
 - be alert to 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;
 - obtain access to resources and attend any relevant or refresher training courses;
 - 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 and to meet the requirements and procedures of the SSCB;
- 2.1.12. All other staff have safeguarding training updated regularly and as appropriate to their roles and in accordance with the requirements of the SSCB. Prevent, FGM and Online Safety awareness training will be part of this. They will be provided with updates to their training annually.
- 2.1.13. Staff are updated regularly by e mail and in scheduled meetings about current safeguarding topics.
- 2.1.14. any weaknesses in child protection are remedied immediately;
- 2.1.15. in accordance with Working Together to Safeguard Children, a member of the Governing Body is appointed to take leadership responsibility for the School's safeguarding arrangements (the Nominated Governor); That

⁴ Contact the LADO for guidance in any case.

Governor, when visiting the school will ensure the policy is in practice through conversations with members of the wider school staff.

- 2.1.16. child protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website;
 - 2.1.17. the Governing Body considers how children may be taught about safeguarding, for example through use of online resources, through a broad and balanced curriculum and personal social health and economic education (PSHEE), together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help (see also the School's policy on the acceptable use of IT and e-safety);
 - 2.1.18. the School be alert to the needs of children with physical and mental health conditions;
 - 2.1.19. that enhanced DBS checks are in place for all members of the Governing Body; and
 - 2.1.20. the School follows the local inter-agency procedures of the SSCB.
- 2.2. All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015), on the basis of the guidance provided at Appendix 4.
- 2.3. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.
- 2.4. Community users organising activities for children are aware of the School's child protection guidelines and procedures.
- 2.5. Our procedures are annually reviewed and up-dated.
- 2.6. The name of the designated members of staff for Child Protection, the DSL and deputies, will be clearly advertised in the school, together with photos and with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.7. The Policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website
- 2.8. All staff are particularly reminded that:
- 2.8.1. teachers must report to the police cases where they discover that an act of female genital mutilation (FGM) appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with DSL and involve Children's Services as appropriate;
 - 2.8.2. normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism; and

2.8.3. anybody can make a referral to Surrey's Children Services. If, at any point, there is a risk of immediate serious harm to a child then a referral must be made.

2.9. Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

Training

2.10. All staff will have read Part 1 of 'Keeping Children Safe in Education' (Sept 2016) and all teaching staff will have read Annex A also. They sign to acknowledge they have read it. Similarly this applies to the Governing Body in relation to part 2 of the same statutory guidance. Staff who are unable to access the material will be seen by the DSL to disseminate the information in the document.

2.10.1. Each time 'Keeping Children Safe in Education' is updated staff will be informed of the changes, given a new copy and asked to sign they have read and understood the changes.

2.11. The DSL will receive child protection training updates at least every two years.

2.12. The DSL will have enhanced training on PREVENT run by the local LA.

2.13. Additional Safeguarding leads will be trained to the same level as the DSL.

2.14. Staff will be trained in child protection regularly. This will be through INSET training. All teaching staff complete an online course on: PREVENT, FGM, Online Safety and CSE.

2.15. Additionally, the school will make assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalization, CSE, FGM, online safety and mental health.

2.16. All other staff and governors have child protection updates provided by the DSL as appropriate.

2.17. Regular staff training is supplemented through updates in staff meetings. Any other key updates will be disseminated through e mail.

2.18. All new staff receive:

- Child Protection Policy
- Staff Code of Conduct
- Whistleblowing procedure
- AUP for Technology
- Most recent copy of 'Keeping Children Safe' Part 1 and Annex A for Teaching staff
- Training from a member of the Safeguarding Team based around SSB's most recent version of 'Working Together to Safeguard Children'

3. Responsibilities of the DSL

The DSL and Deputy DSLs are responsible for:

3.1. referring to:

- 3.1.1. the Children's Services Area Referral, Assessment and Intervention Service (RAIS) Team⁵ if there are concerns about possible abuse, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF);⁶
- 3.1.2. the DBS where a member of staff is dismissed or has left due to risk / harm to a child; and / or
- 3.1.3. the police where a crime may have been committed;
- 3.1.4. the NCTL, in consultation with the Head, in cases involving members of staff;
- 3.2. liaising with the Head, updating about safeguarding issues;
- 3.3. keeping written records of concerns about a child even if there is no need to make an immediate referral;
- 3.4. ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are forwarded on to the child's next school or college;
- 3.5. Where pupils leave School ensure their CP file is transferred to the new school or college as soon as possible. It should be transferred separately from the main pupil file
- 3.6. ensuring that an indication of the existence of the child protection file is marked on the pupil records;
- 3.7. liaising with other agencies and professionals;
- 3.8. ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents;
- 3.9. ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Children's Services Team;
- 3.10. organising child protection induction and, update training for all school staff regularly , delivering SSCB's 'Working Together to Safeguard Children'; and in line with SSCB procedures
- 3.11. providing the full Governing Body with an annual report (every Spring Term Governors' Meeting); following a review compiled by the Safeguarding Governor and DSL.
- 3.12. providing annual updates and safeguarding workshops for the Board of Governors in the Autumn Term Governors' Meeting;
- 3.13. raising awareness of safeguarding issues:
 - 3.13.1. ensuring this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Head and the Governing Body regarding this;
 - 3.13.2. ensuring this Policy is available publicly, and that every January a copy of the School's Child Protection Statement is sent out to all staff;
 - 3.13.3. ensuring that parents are aware that referrals about suspected abuse or neglect may be made to Surrey's Children's Services and the School's role in this; and
 - 3.13.4. maintaining links with the SSCB to ensure staff are aware of training opportunities and the local policies on safeguarding;
- 3.14. in accordance with the 'Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism' 2015:

⁵ All new referrals go to the Referral Assessment and Intervention Service for each area operating 8.00am to 6.00pm. DSL's may consult with an Assistant Team Manager by telephoning the Area RAIS Team. In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898.

⁶ On line forms will be e-mailed from the Children's Services Area RAIS Team

- 3.14.1. acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- 3.14.2. co-ordinating Prevent duty procedures in the School;
- 3.14.3. liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
- 3.14.4. undergoing WRAP or other appropriate training;
- 3.14.5. maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
- 3.14.6. monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.
- 3.15. acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;

4. Supporting Children At Duke of Kent School

- 4.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL will liaise with Surrey Children's Services and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary. Decisions to seek such support for a pupil will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the pupil will be at risk of significant harm.
- 4.5. Our school will support all children by:
 - 4.5.1. encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying;
 - 4.5.2. promoting a caring, safe and positive environment within the school;
 - 4.5.3. liaising and working together with all other support services and those agencies involved in the safeguarding of children;
 - 4.5.4. notifying Children's Services as soon as there is a significant concern;
 - 4.5.5. providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority;
 - 4.5.6. ensuring allegations against pupils are reported in accordance with the procedures set out in this Policy.
 - 4.5.7. When dealing with abuse by one or more pupils against another pupil when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm the School will refer to Children's Services 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. It is expected that when there is a disclosure of pupil on pupil abuse all children including the perpetrator are treated as being 'at risk'. The School's policies on behaviour, bullying, discipline and sanctions will also apply.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation if it is considered to be in the interests of a child who might otherwise be at risk, in the interests of the pupils at large, in the best interests of the pupil against whom the allegation has been made or to allow the investigation to proceed more effectively.

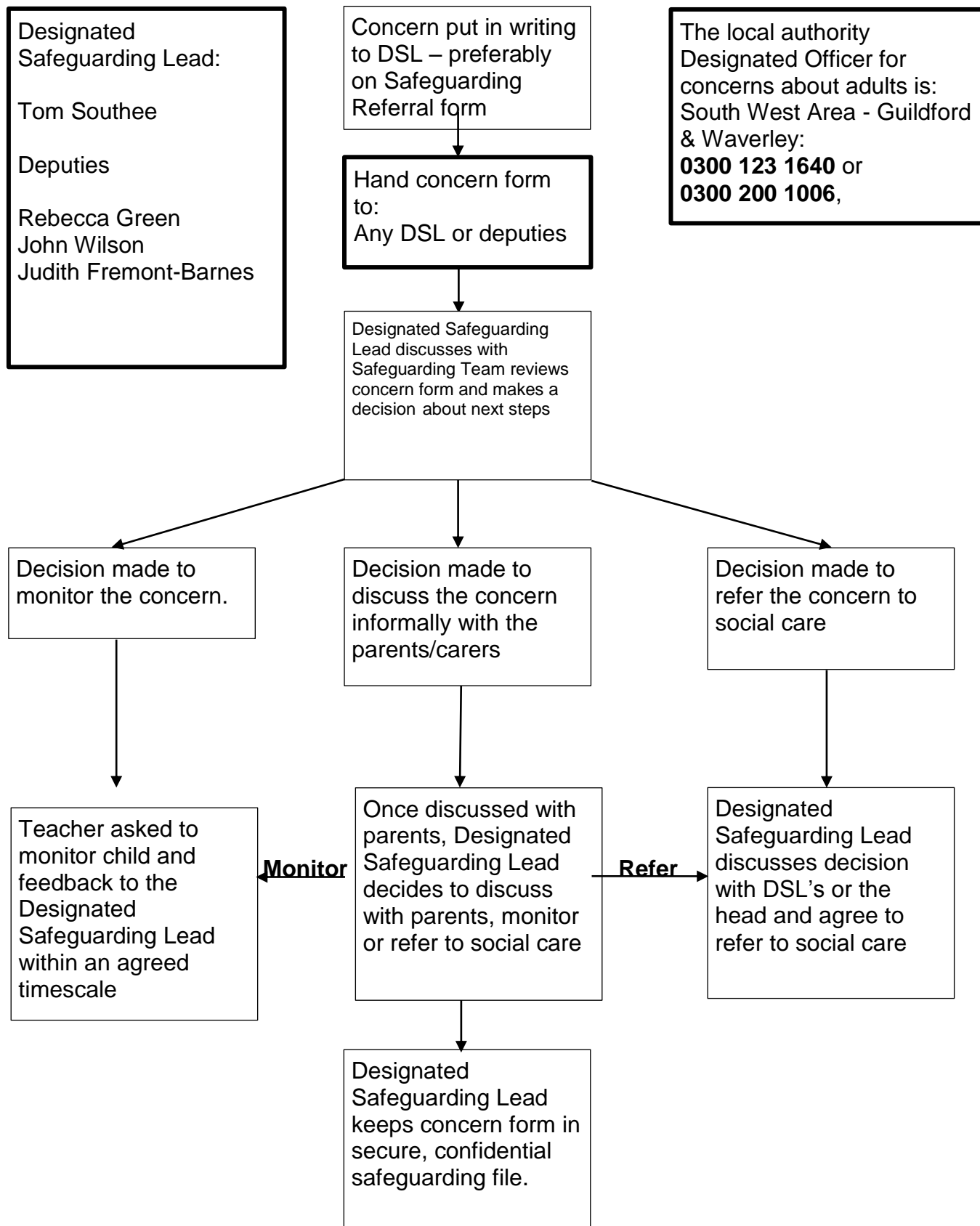
- 4.6. The school recognises the particular vulnerabilities of children with SEN/D. Staff are aware of those with SEN/D needs at the start of each academic year and there is an undated list in the staffroom.
- 4.7. To ensure that all of our pupils receive equal protection we will give special consideration to children who are;
- Disabled or have special educational needs
 - Young carers
 - Affected by parental substance misuse, domestic abuse or parental mental health needs
 - Asylum seekers
 - Living away from home
 - Vulnerable to being bullied or engaged in bullying
 - Already viewed as a 'problem'
 - Living in temporary accommodation
 - Live transient lifestyles
 - Living in chaotic and unsupportive home situations
 - Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
 - At risk of sexual exploitation
 - Do not have English as a first language
 - At risk of female genital mutilation
 - At risk of forced marriage
 - At risk of being drawn into extremism.

Early Help

- 4.8 Once a staff member has identified a child who requires Early Help, the DSL supports the staff member with any further action or will continue to follow up
- 4.10 Referrals are constantly reviewed within the Safeguarding Team.
- 4.11 Raising Safeguarding concerns about a child flowchart:

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

If a child is in immediate danger or is at risk of harm anyone can make a referral to children's social care and/or police immediately.



4.12 Duke of Kent School are enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day morning our key adult/deputy key adult is notified of all domestic abuse incidents that have occurred in the previous 24 hours which involved a pupil at this school (72 hours on a Monday morning). This allows us to provide the right support at the right time for our pupils who are experiencing domestic abuse.

5. Missing child and children missing from education procedures

5.1. Missing Child

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

Please see the School's separate Missing Pupil Policy for further details.

5.2. Children Missing from Education

5.2.1. The School shall inform the applicable local authority (within which the pupil resides when not at the School) of any pupil who is going to be deleted from the admission register where he /she:

- 5.2.1.1. has been taken out of school by his /her parents and are being educated outside the school system e.g. home education;
- 5.2.1.2. has ceased to attend the School and no longer live within reasonable distance of the School;
- 5.2.1.3. has been certified by the School medical officer as unlikely to be in a fit state of health to attend School before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the School after ceasing to be of compulsory school age;
- 5.2.1.4. is in custody for a period of more than four months due to a final court order and the School does not reasonably believe he/she will be returning at the end of that period; or,
- 5.2.1.5. has been permanently excluded.

5.2.2. The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

This will assist the local authority to:

- 5.2.2.1. fulfil its duty to identify children of compulsory school age who are missing from education; and
- 5.2.2.2. follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

5.3. The School shall inform the applicable local authority of any pupil who fails to attend School regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed

between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

- 5.4. The school will notify the LA of any child leaving the school at a non-standard transition point in the year. This is in line with the 'Children Missing in Education' policy

6. Confidentiality

- 6.1. We recognise that all matters relating to child protection are confidential
- 6.2. The Head or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁷
- 6.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 6.5. We will always undertake to share our intention to refer a child to Children's Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

7. Supporting Staff

- 7.1. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 7.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

8. Allegations against staff (Procedures are set out in Appendix 5)

- 8.1. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 8.2. The School will follow the Guidance given in Part 4 of 'Keeping Children Safe in Education' Sept 2016.
- 8.3. All Staff should be aware of Surrey's Guidance on Behaviour Issues
- 8.4. There is a Code of Conduct applicable to all staff. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers is given at induction⁸.

⁷ Guidance about sharing information, can be found in the DfE advice '[Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)'

⁸ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website, also the [SCC E-safety toolkit](#)

- 8.5. The School has procedures for dealing with allegations against staff, governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations

9. Whistle Blowing

- 9.1. Staff should be aware that there is a separate Whistle Blowing Policy in the School Employment Manual, available on the VLE and Whistle Blowing is referred to in the Staff Code Of Conduct.
- 9.2. Duke of Kent School values a culture of safety and raising concerns. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 9.3. All staff should be aware of their duty to raise concerns, where they exist, about the management of Child Protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance to the LADO.
- 9.4. Staff and volunteers should also feel able to follow the School's Whistle Blowing Policy to raise concerns about poor or unsafe safeguarding practices at the School, potential failures by the School or its staff to properly safeguard the welfare of pupils or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.
- 9.5. Whistle Blowing in relation to the Head or Head's household should be made to the Chair of the Governing Body.
- 9.6. Staff are given an annual briefing of the Whistle Blowing Policy, in the Autumn Term.
- 9.7. If staff feel they cannot raise their issue with the school, or feel their concerns are not being addressed, they can ring the NSPCC Whistleblowing Helpline on 08000280285.

10. Physical Intervention

- 10.1. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 10.2. Such events should be recorded and signed by a witness.
- 10.3. Staff who are likely to need to use physical intervention will be appropriately trained.
- 10.4. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 10.5. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary. Staff should refer to the School's Code of Conduct and separate Restraint Policy

11. Anti-Bullying

- 11.1. Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under

child protection procedures. This includes all forms eg. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

12. Racist Incidents

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

13. Radicalisation and Extremism

- 13.1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 13.2. Duke of Kent School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 13.3. There are separate guidelines for visiting speakers which are issued to staff and speakers as appropriate to their role.
- 13.4. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Duke of Kent School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 13.5. In the case that a pupil is identified as being at risk from radicalisation the level of level of risk will be considered to identify the most appropriate referral which may include Channel and Children's Services.
- 13.6. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 2.
- 13.7. Duke of Kent School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 13.8. The Governing Body, the Head and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy. The School has undertaken a risk assessment under the Prevent Duty and this will be reviewed annually.

- 13.9. This will be reviewed as part of the annual “Audit of Statutory Duties and Associated Responsibilities” in line with the local authority and the SSCB.

Response

- 13.10. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures (see Appendix 4). If the matter is urgent then Surrey Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.
- 13.11. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

14. Prevention

- 14.1. We recognise that the School plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 14.2. The School community will therefore:
- 14.2.1. work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
 - 14.2.2. include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes;
 - 14.2.3. ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
 - 14.2.4. include safeguarding across the curriculum, including PSHEE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training, and preventing radicalisation. Also focussed work in Year 6 to prepare for transition to Senior school; and
 - 14.2.5. ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

15. Health & Safety

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

16. Photography and Mobile Phones in the Early Years Foundation Stage (EYFS)

- 16.1. There is a separate Duke of Kent School Photography and Mobile Phone Policy.
- 16.2. The following information and procedures are for the use of mobile phones and cameras in the EYFS, as is required by The EYFS Statutory Framework September 2014.
- 16.3. The safety of children is paramount. All staff must be aware of the need to act responsibly when using a mobile phone or camera. Casual or inappropriate use may pose a risk to the children. All staff should be aware of the School Guidance for use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and the associated risks.
- 16.4. Children have their photographs taken to provide evidence of their achievements for developmental records. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for these records.
- 16.5. Under the Data Protection Act 1998, the School must seek parental consent to take photographs and use video recorders. Parents are required to fill in a consent form when their child is registered at the School. Without this consent images cannot be taken.
- 16.6. Photographs and videos will be stored on the school server, which is password protected. Photographs are printed in the setting by staff, and images are then removed from the camera's/iPad's memory.
- 16.7. Photographs may be taken during indoor and outdoor play and displayed in the Department or in a child's development records for parents/carers to look through. Often photographs may contain other children in the background.
- 16.8. Events such as: Sports Day, outings, Christmas play, assemblies and fundraising events may be recorded by video and photographs taken by staff and parents/carers but always in full view of all attending. Often photographs may contain other children in the background.
- 16.9. No videos/photos should be taken in the swimming pool other than those taken by a nominated staff member.
- 16.10. Staff must not use their own mobile phone or camera to take photographs. The recording, taking and sharing of images, video and audio on any mobile phone is not permitted.
- 16.11. Use of all cameras and mobile phones are prohibited in the toilet and changing areas.
- 16.12. When children undertake a school trip or school journey, mobile phone use by adult leaders should be limited to contact with the school office or the venues being visited, except in emergencies and then only on school approved

17. Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE. More information and the indicators of CSE is set out in appendix 3. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.

- 17.1. Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Duke of Kent School is aware there is a clear link between regular school absence/truanting and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.
- 17.2. The DSL will use the Surrey Safeguarding Children's Board CSE Screening Tool⁹ on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.
- 17.3. In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact their local MASH team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.
- 17.4. Duke of Kent School is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

18. Online Safety

- 18.1. Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as facebook, twitter, instagram, snapchat
- 18.2. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.
- 18.3. Duke of Kent School has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents (See flowchart, Appendix 3).
- 18.4. Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is Tom Southee.

⁹ <http://www.surreyscb.org.uk/wp-content/uploads/2016/06/SSCB-CSE-Screening-Tool-May-16.pdf>

19. Peer on Peer Abuse

- 19.1. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Duke of Kent School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.
- 19.1.1. Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
 - 19.1.2. Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
 - 19.1.3. Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
 - 19.1.4. Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.
- 19.2. The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
- 19.3. There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).
- 19.4. Duke of Kent School aims to reduce the likelihood of peer on peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;

- 19.5. Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Duke of Kent School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
- 19.6. Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using Duke of Kent school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.
- 19.7. Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

20. **Youth produced sexual imagery (sexting)** ¹⁰

- 20.1. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.
- 20.2. Youth produced sexual imagery refers to both images and videos where;
- 20.2.1. A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
 - 20.2.2. 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.
 - 20.2.3. A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- 20.3. All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'¹¹.
- 20.4. 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.
- 20.5. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as

¹⁰ Youth refers to anyone under the age of 18.

¹¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS__4_.pdf

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 youth produced sexual imagery.

- 20.6. 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 Social Care or the Police as appropriate.
- 20.7. Immediate referral at the initial review stage should be made to Children's Social Care/Police if;
 - 20.7.1. The incident involves an adult;
 - 20.7.2. 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);
 - 20.7.3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
 - 20.7.4. The imagery involves sexual acts;
 - 20.7.5. The imagery involves anyone aged 12 or under;
 - 20.7.6. 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.
- 20.8. If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police.
- 20.9. In applying judgement the DSL will consider if;
 - 20.9.1. there is a significant age difference between the sender/receiver;
 - 20.9.2. there is any coercion or encouragement beyond the sender/receiver;
 - 20.9.3. the imagery was shared and received with the knowledge of the child in the imagery;
 - 20.9.4. the child is more vulnerable than usual i.e. at risk;
 - 20.9.5. there is a significant impact on the children involved;
 - 20.9.6. the image is of a severe or extreme nature;
 - 20.9.7. the child involved understands consent;
 - 20.9.8. the situation is isolated or if the image been more widely distributed;
 - 20.9.9. there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
 - 20.9.10. the children have been involved in incidents relating to youth produced imagery before
- 20.10. If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school.
- 20.11. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.
- 20.12.

21. Self- Harm

21.1 Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

21.2 Scope

This document describes the school's approach to self-harm. This policy is intended as guidance for all staff including non-teaching staff and governors.

21.3 Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

21.4 Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively
- Eating disorders

21.5 Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

21.6 Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing e.g. becoming a goth

21.7 Staff Roles in working with students who self-harm

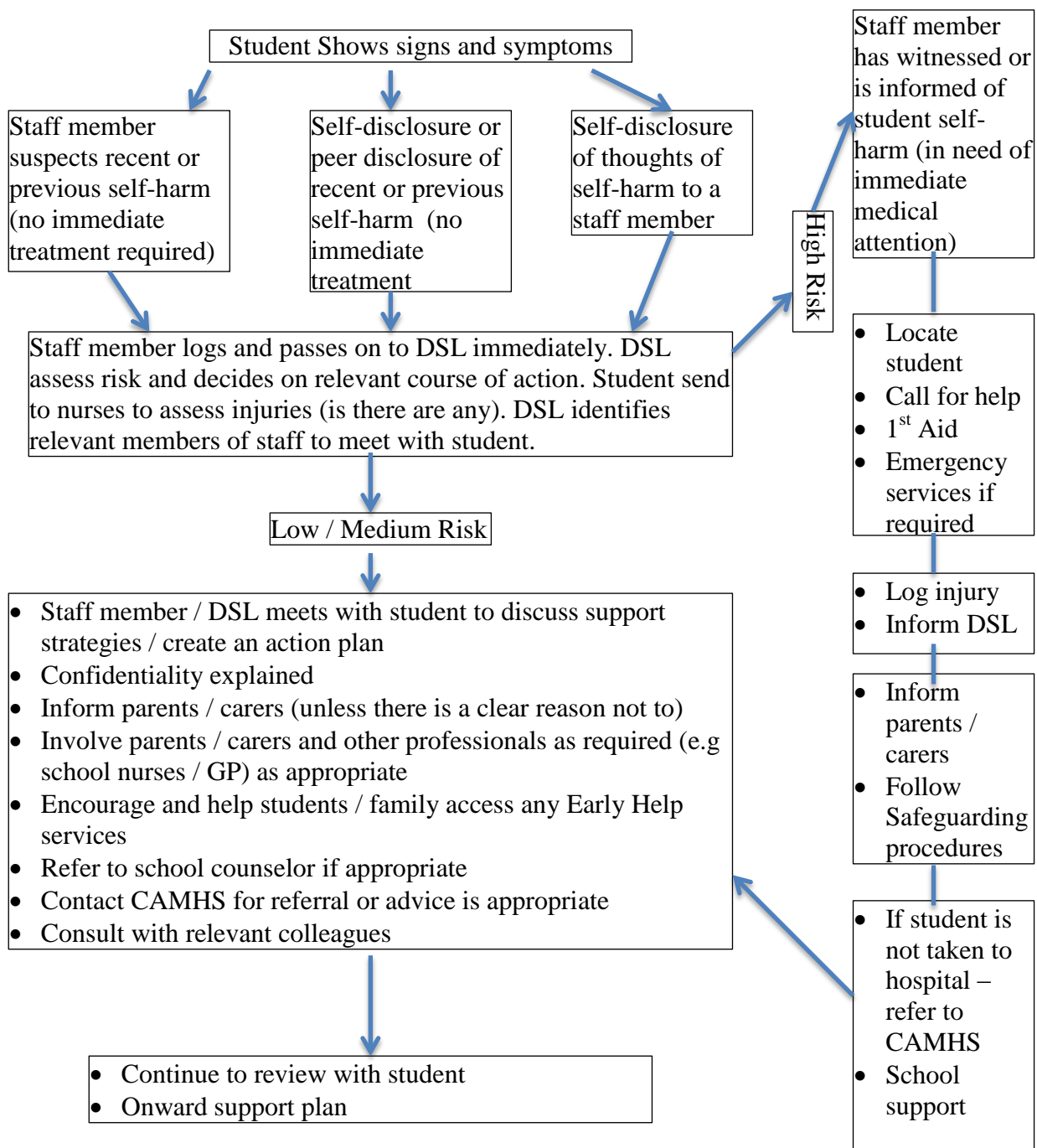
Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept. It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated teachers for safeguarding.

21.8 Self Harm Flow Chart

Should a student disclose they are self harming or there is an immediate danger of a student self-harming, the school will follow the following flow chart:



22. Monitoring and Evaluation

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

- Governing Body visits to the school
- Senior Leadership Team 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for Senior Leadership Team and Governing Body to monitor

- Review of parental concerns and parent questionnaires

This policy also links to the following policies and/or procedures:

Staff Code of Conduct
Behaviour and Restraint Procedures
Whistleblowing
Anti-bullying
Health & Safety
Allegations against staff
Parental Complaints and Concerns
Missing Pupils
Curriculum
PSHE inc Sex and relationships
First Aid including the administration of medicines
Tobacco and Recreational Drug Education
E-Safety
Risk Assessments
Recruitment, Selection and Disclosure Policy
Radicalisation and Extremism
Photography and Use of Mobile Phones
Letting Policy

Appendix 1 - Types and signs of abuse

1. Categories of Abuse

- Abuse is 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. They may be abused by an adult or adults or another child or children. Part one of 'Keeping Children Safe in Education' 2016 defines the following types of abuse.
- **Physical Abuse:** May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Fabricated or induced illness may also constitute a physical abuse whereby a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child.
- **Emotional Abuse (including Domestic Abuse):** Is the persistent maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve age or developmentally inappropriate expectations being imposed on a child. These may involve interactions which are beyond the 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 person, for example domestic violence. It may involve bullying, causing a child to feel frightened or in danger, or the corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non penetrative acts. They may include non contact activities such as involving children looking at, or in the production of, sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways
- **Neglect:** Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - Protect a child from physical and emotional harm or danger
 - Ensure adequate supervision (including the use of inadequate care givers)
 - Ensure access to appropriate medical care and treatment
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 'Keeping Children Safe in Education' 2016 acknowledges the following as specific safeguarding issues:
 - Children missing from education
 - Children missing from home or care

- Bullying including cyberbullying
- Drugs
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence
- Gender-based violence / violence against women and girls
- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Child sexual exploitation:

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology." (Child Sexual Exploitation: Definition and a guide for practitioner, local leaders and decision makers working to protect children from child sexual exploitation (Feb 2017))

Forced Marriage:

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation (FGM): It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out? Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl

- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

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

As with Forced Marriage there is the 'One Chance' rule. It is essential that the School takes action **without delay**.

All staff must be aware of the requirement for teachers to report to the policy where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Services as appropriate.

2. Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

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

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

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

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

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

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

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

Recognising Domestic Abuse

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

If you suspect a family is affected by domestic abuse, you should talk through your concerns by calling the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service (South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392).

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

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

Sexual Abuse by Young People

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

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

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

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed

- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
 - **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol “Working with Sexually Active Young People” available at www.surreycc.gov.uk/safeguarding, by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Recognising Child Sexual Exploitation

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends

- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Recognising circumstances that may point to FGM happening

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

Signs that may indicate a child has undergone FGM:

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

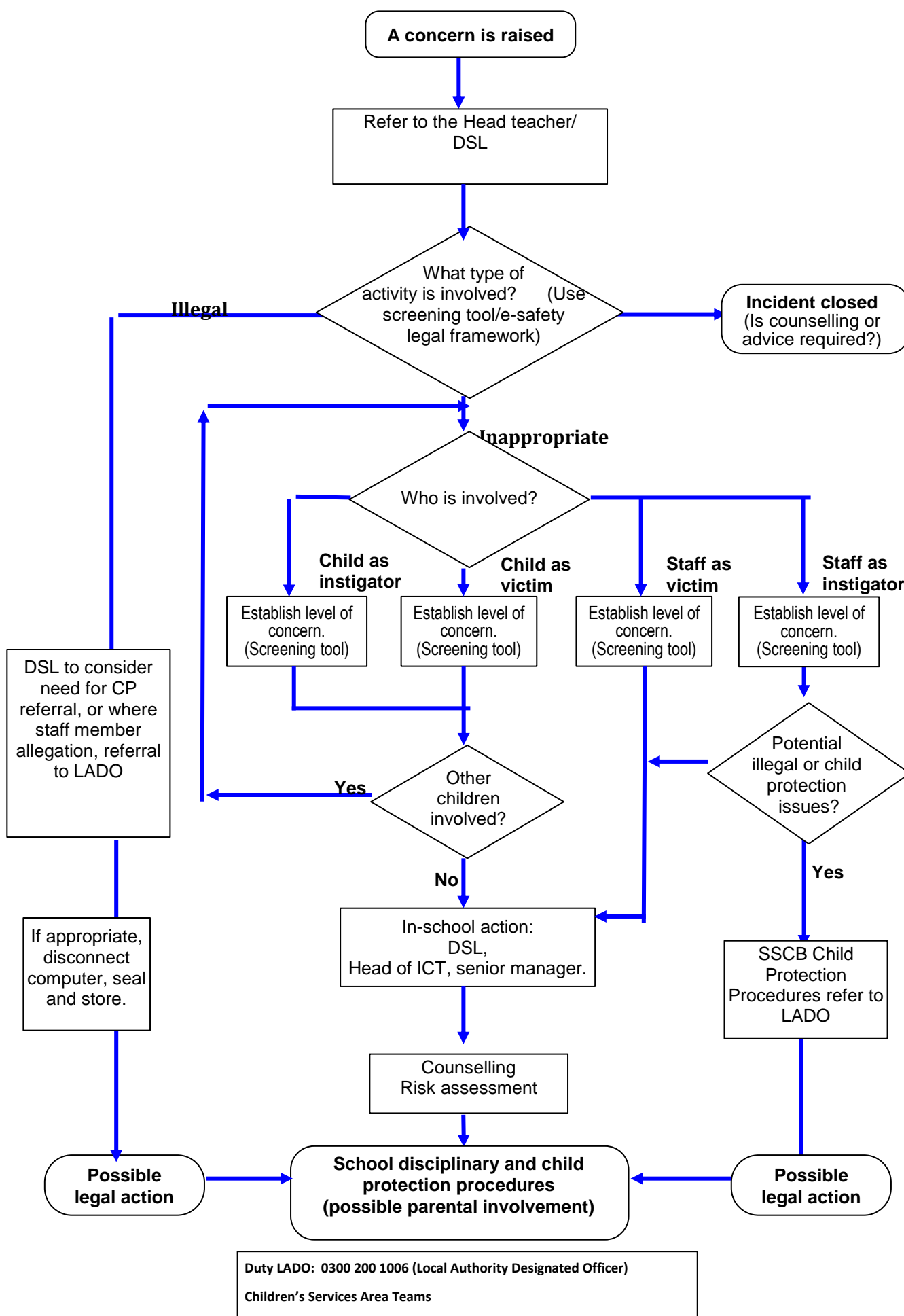
Appendix 2 - Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and / or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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

Appendix 3 - What to do if you have an e-safety concern



Appendix 4 - Guidance for staff and volunteers on suspecting or hearing a complaint of abuse

DOs

- Do listen
- Do reassure
- Take it seriously
- Explain what will happen next
- Provide support
- Record the conversation in the child's own words, making a note of the date, time and place of the conversation, and whether anyone else was present
- If there are visible signs of harm and physical injuries, you should use a body map to document and illustrate these, following the guidance provided at Appendix 6
- Sign and date the record
- Refer to DSL (or Deputy DSL if not available) as soon as possible (unless it is an allegation against a member of staff in which case the procedures set out in Appendix 5 should be followed)
- **If, at any point, there is a risk of immediate serious harm to a child make a referral to Surrey's Children Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.**

DON'Ts

- Don't make promises you cannot keep - you cannot guarantee absolute confidentiality
- Don't ask leading questions
- Don't jump to conclusions
- Don't speculate or make accusations
- Don't display disbelief
- Don not delay immediate response to protect a child
- Do not act shocked or disgusted
- **DO NOT INVESTIGATE - IT IS NOT YOUR RESPONSIBILITY TO DECIDE IF THE ALLEGATION IS TRUE OR NOT**

Appendix 5 - Dealing with allegations against members of staff, the Head, governors or volunteers

1. The School's procedures

- 1.1. The School's procedures for dealing with allegations made against staff will be used where the member of staff including the DSL, the Head, a governor or volunteer has:
 - 1.1.1. behaved in a way that has harmed a child, or may have harmed a child;
 - 1.1.2. possibly committed a criminal offence against or related to a child; or
 - 1.1.3. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.
- 1.2. Any allegations not meeting this criteria will be dealt with in accordance with SSCB procedures. In borderline cases discussions with the LADO can be held informally and without naming the School or individual.
- 1.3. All such allegations must be dealt with as a priority without delay. The LADO(s) must be informed within one working day of all allegations that come to the School's attention or that are made directly to the police.
- 1.4. Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2. Reporting an allegation against a member of staff, the Head, a governor or volunteer

- 2.1. Where an allegation or complaint is made against any member of staff other than the Head, the matter should be reported immediately to the Head, or in her absence to the Nominated Safeguarding Governor. Immediate contact will be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions will be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The School will give due weight to the views of the LADO and to the policy when making a decision about suspension. Where appropriate, the Head / Nominated Safeguarding Governor will consult with the DSL.

- 2.2. Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors or in his/her absence the Nominated Safeguarding Governor, without first notifying the Head. The allegation will be discussed immediately with the LADO before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.
- 2.3. Where an allegation is made against any governor, the matter should be reported immediately to the Chair of Governors or in his absence the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the LADO before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.
- 2.4. If it is not possible to report to the Head or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to the DSL or, if he / she is unavailable, one of the Deputy DSLs. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.
- 2.5. The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

3. Disclosure of information

- 3.1. The case manager will inform the accused person of the allegation as soon as possible after the designated officer has been consulted.
- 3.2. 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, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection, and the advice of external agencies.
- 3.3. Where the LADO advises that a strategy discussion is needed, or the police or Children's Social Services need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

- 3.4. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4. Further action to be taken by the School

- 4.1. A 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. The School will take action in accordance with Part four of 'Keeping Children Safe in Education' 2016 and the School's employment procedures.
- 4.2. There are restrictions on reporting or publishing allegations against teachers and so the School will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions will apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case

5. Ceasing to use staff

- 5.1. 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 DBS will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governing Body without delay.
- 5.2. If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the DBS as soon as possible if the criteria are met.
- 5.3. Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

6. Unsubstantiated, false or malicious allegations

- 6.1. 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.
- 6.2. 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.

- 6.3. 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 to determine whether any action might be appropriate.

7. Record keeping

- 7.1. Details of allegations found to be malicious will be removed from personnel records.
- 7.2. For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal pension age or for a period of ten years from the date of the allegation, if this is longer.
- 7.3. An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with 'Keeping Children Safe in Education' 2016, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

8 Reviewing Allegations

To prevent similar events in the future the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice. Once the allegation has been reviewed with LADO the School will check and amend any policies if required

Appendix 6 - Body map guidance

Body maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to Children's Services.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

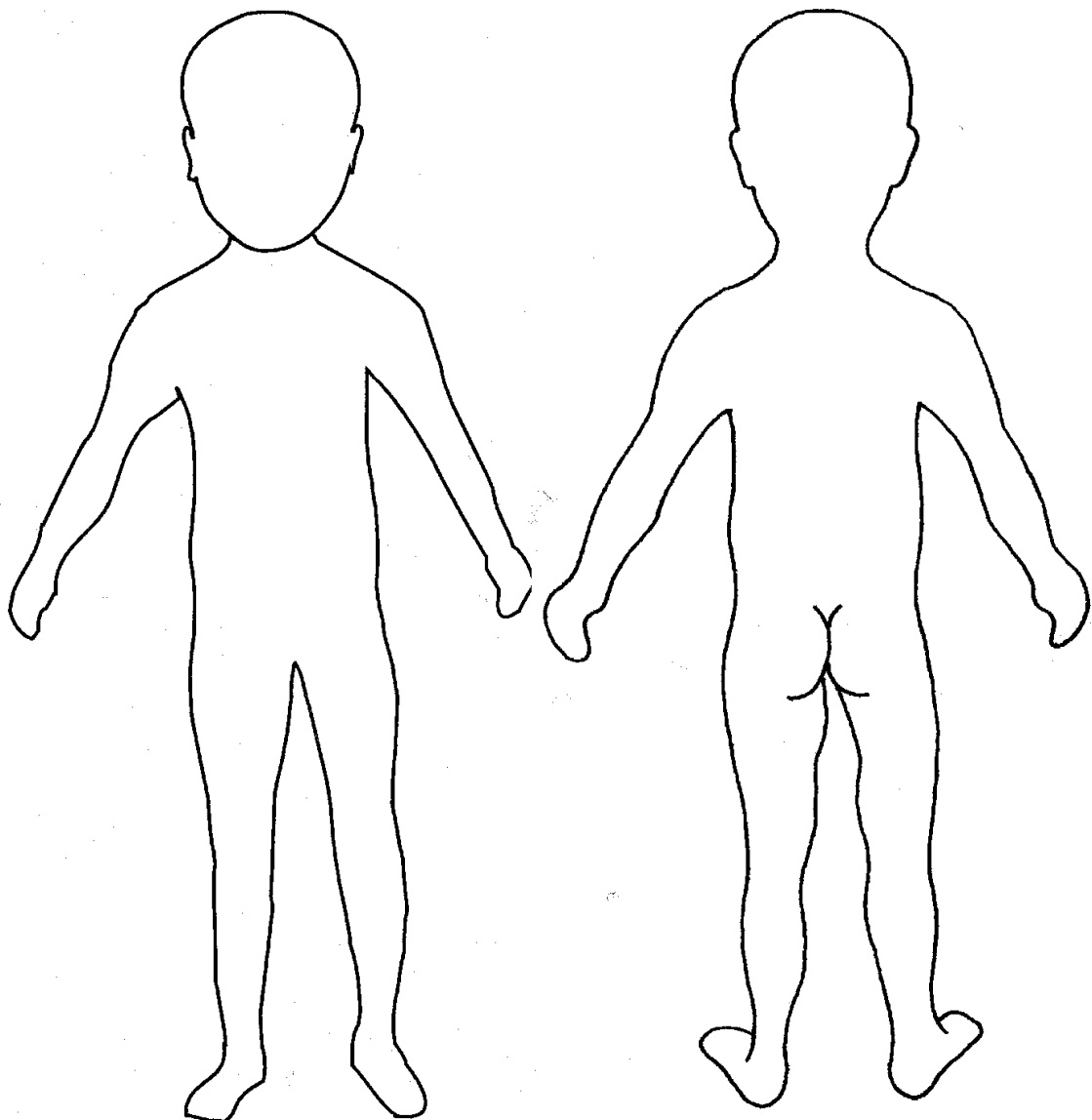
Names for
Child:

Date of
Birth:

Name of
Worker:

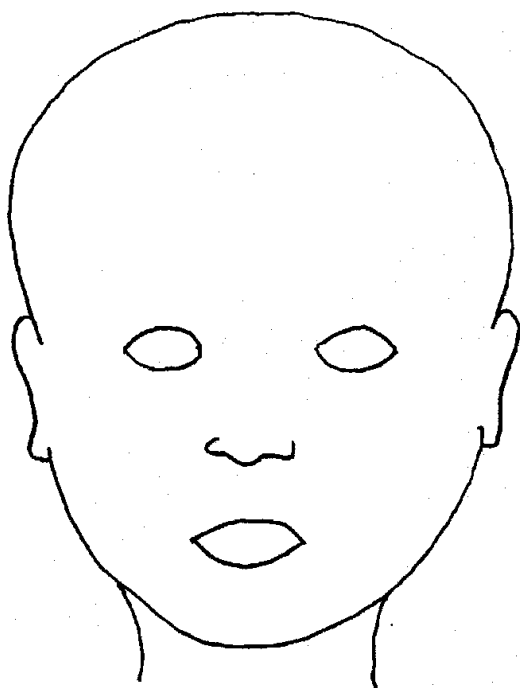
Agency:

Date and time of
observation:

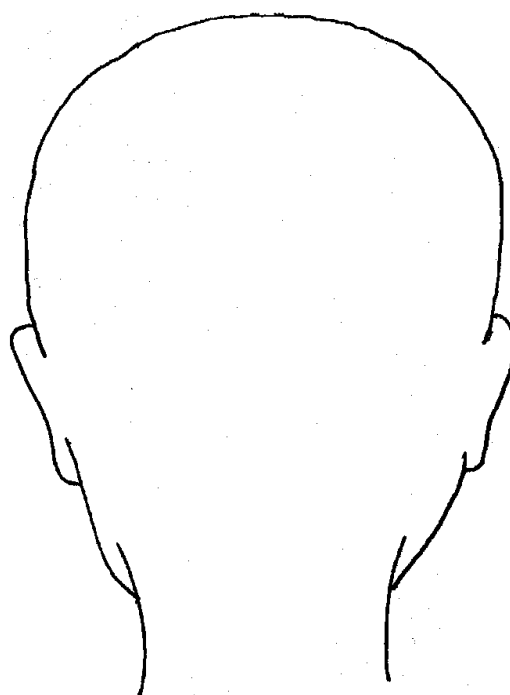


Name of
Child:

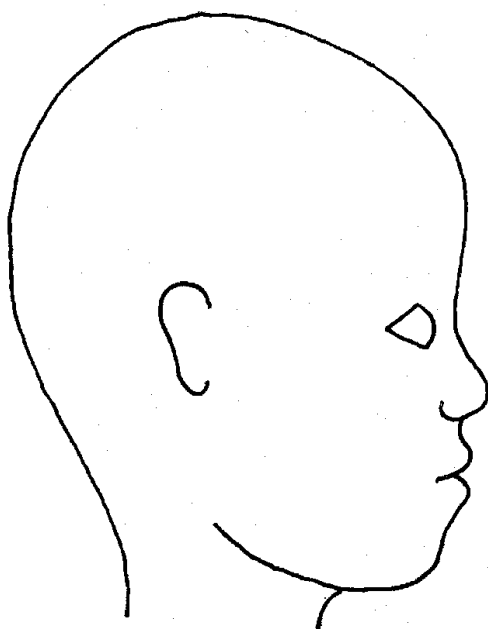
Date of
observation:



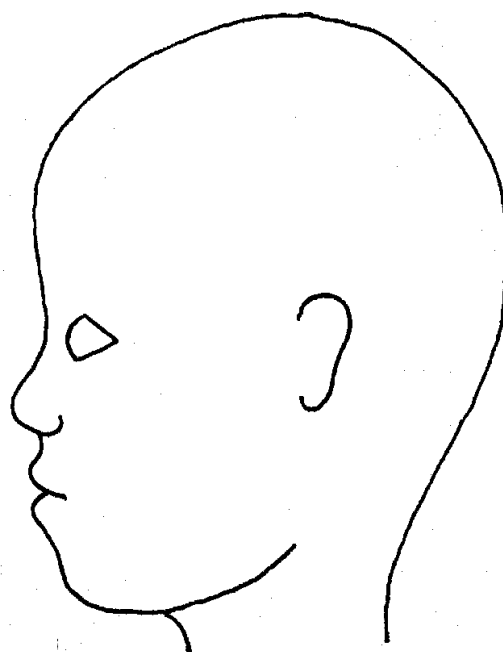
FRONT



BACK



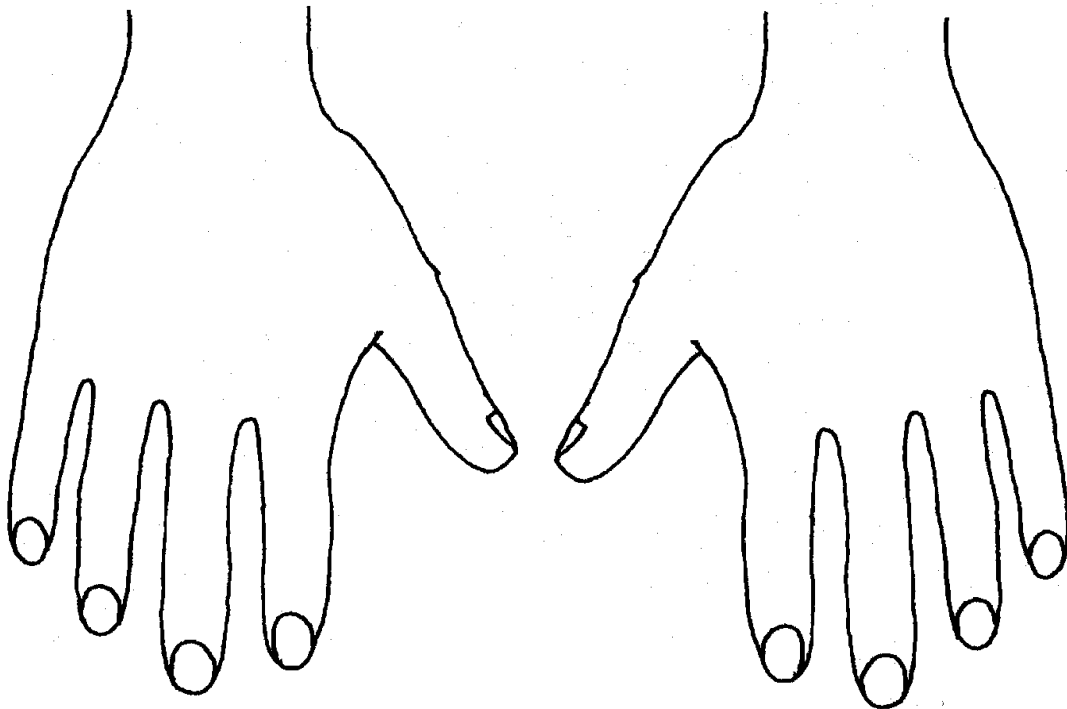
RIGHT



LEFT

Name of
Child:

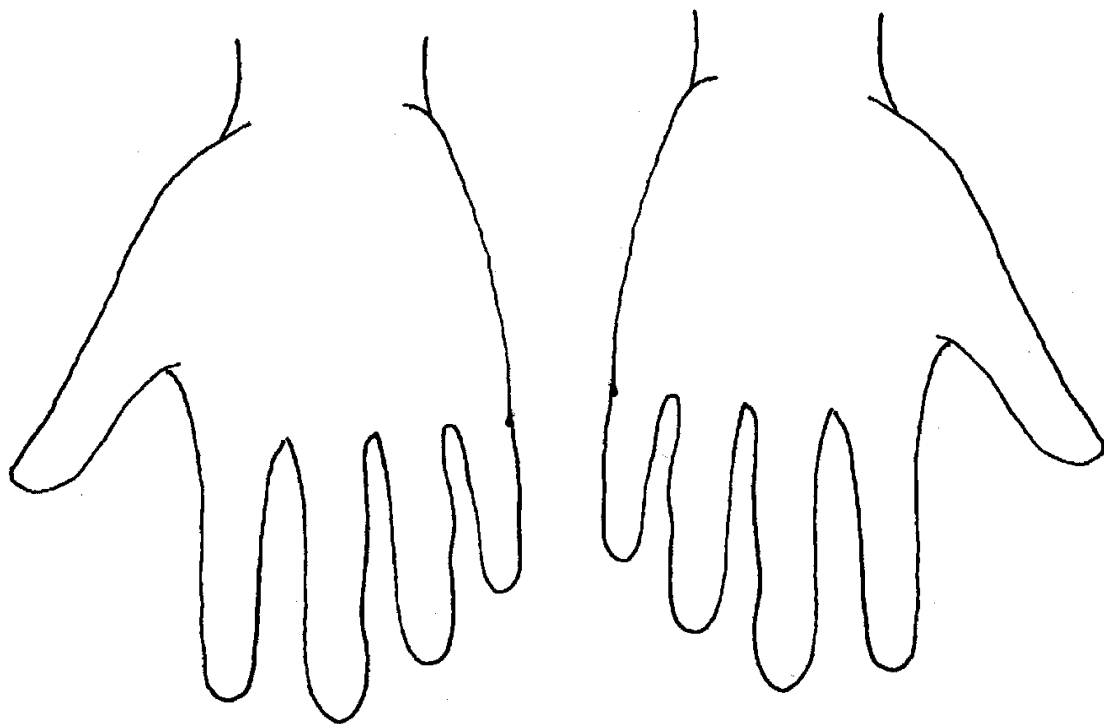
Date of
observation:



R

L

BACK



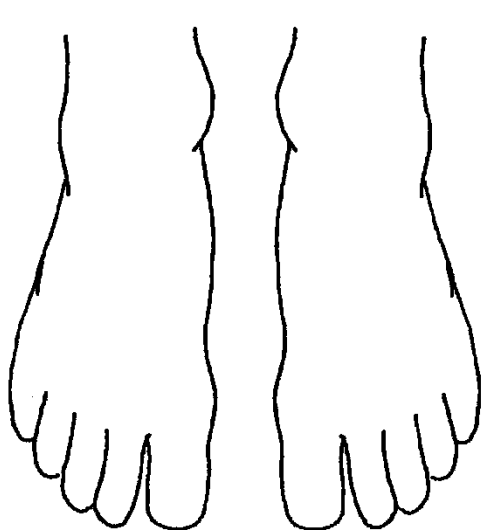
R

PALM

L

Name of
Child:

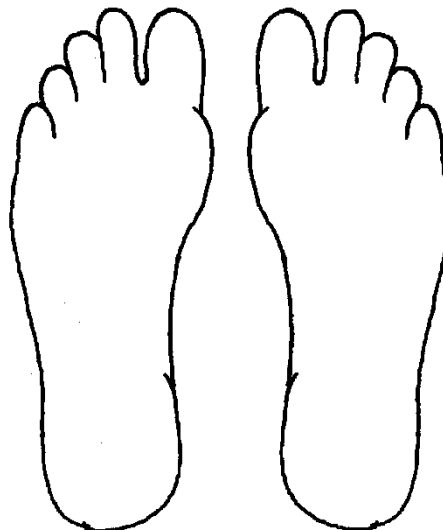
Date of
observation:



R

TOP

L



R

BOTTOM

L



R



L

INNER



R



L

OUTER

Printed Name and
Signature of
worker:

Date:

Time:

Role of Worker

Other information:

Appendix 7 - SSCB Multi-Agency Levels of Need

Surrey's Levels of Need for children and young people and families are underpinned by a shared definition of early help:

“Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Providing early help is more effective in promoting the welfare of children than reacting later.”

Universal (Level 1) Children and young people requiring Universal Services in the Community

Children and young people are achieving expected outcomes and have their needs met within universal service provision without any additional support.

Agencies provide universal prevention and address the entire population with the aim of reducing later incidences or problems.

Early Help (Level 2) Vulnerable children and young people requiring an Early Help offer

Children and young people **at risk of diverting** from expected outcomes and likely to require additional support for a time limited time.

Agencies focus on groups which research has indicated are at higher than average risk of developing problems

Children and young people **who are starting to divert** from expected outcomes and require additional support / time limited intervention.

Agencies provide preventative services that aim to respond quickly when problems arise in order to prevent them getting worse.

Targeted Early Help (Level 3) Vulnerable children and young people requiring timely intervention

Children and Young People who are not achieving the expected outcomes, and require more intensive but time limited support from a range of services including Children's Social Care. Agencies provide prevention and therapy/help when the problem becomes serious.

Specialist (Level 4) Vulnerable children and young people requiring specialist help

Children and Young People who require intensive help and support from a limited range of specialist services including Children's Social Care.

Agencies provide specialist services that are underpinned by wrap-around support services to help children 'step down'.

Working Together (Sept 2016)

Taken from SSCB Threshold levels.

The School understands the importance of children receiving the right help at the right time to address risks and prevent issues from escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction

Appendix 8 - Guidance, further advice and contacts

Surrey Children's Services

Monday to Friday from 9am to 5pm.

South West Area - Guildford & Waverley: **0300 123 1640** or **0300 200 1006**,
swrais@surreycc.gov.uk or secure email: swrais@surreycc.gcsx.gov.uk

Emails are dealt with during normal office hours.

Outside of these hours call on **01483 517898** to speak to the emergency duty team. In an emergency where you are concerned for the child's immediate safety you should call Surrey Police on **999**.

The Multi-Agency Safeguarding Hub (MASH)

Monday to Friday from 9am to 5pm

The MASH responds to initial enquiries about children and young people as a result of Police involvement with the child or their family.

The MASH is based at Guildford Police Station and combines Children's Service social workers and police staff.

If you become aware that the Police have been involved with a child, young person or family, please contact the MASH on **01483 518505** or csmash@surreycc.gov.uk.

Local Authority Designated Officer (LADO)

Monday to Friday from 9am to 5pm

The LADO Service manages allegations against individuals who work or volunteer with children in Surrey.

Contact the LADO on **0300 200 1006** or LADO@surreycc.gov.uk.

Contact the Chief LADO, Geraldine Allen, on **0300 2001 006 option 4 then option 3** or geraldine.allen@surrey.gov.uk

Surrey Safeguarding Children Board (SSCB)

Monday to Friday from 9am to 5pm

SSCB Support Team : 01372 833330

The SSCB co-ordinates how children are safeguarded and protected from harm. The SSCB is based in Leatherhead.

The website [Surrey Safeguarding Children Board](#) provides guidance and protocols for professionals as well as details of child protection training courses available.

Consistent with local, inter-agency protocols, the Contact Centre expects to receive non-urgent enquiries and referrals in writing as this saves the Referral and Information Officers' time and helps ensure they are readily available to deal with any really urgent cases.

[Surrey County Council - Procedures and resources for professionals](#)

[Surrey Safeguarding Children Board Procedures Manual](#)

The Common Assessment Framework (CAF) may be used unless otherwise instructed. CAF Forms and Procedures are accessed from the Surrey County Council website: <http://www.surreycc.gov.uk/caf>.

The Early Help Strategy (2013-2017) is operated by Surrey, further details at [Surrey County Council - Commissioning of children's social and wellbeing services](#)

Other contact details

- Area School Officer: Denise Hannibal 01483 519673
- Education Safeguarding Co-ordinator, Ian McGraw: 01483 518518 or 077772009477
- Surrey Centre Children's Team: Centre-Children@surreycc.gov.uk
- Childline: 0800 1111
- NSPCC: 0808 800 5000

West Sussex Children's Services (MASH)

Main contact points when a pupil resides in Sussex

Tel 01403 229900 Email cap@westsussex.gcsx.gov.uk

Address

Children's Access Point

Fourth Floor

County Hall North (Parkside)

Chart Way

Horsham

Wes Sussex

RH12 1XH

Main reference manuals, documents and websites which give guidance

- [Keeping Children Safe in Education - gov.uk](#)
- [Working together to safeguard children - gov.uk](#)
- [What to do if you're worried a child is being abused - gov.uk](#)
- [Surrey Safeguarding Children Board](#)
- [Surrey Safeguarding Children Board procedures](#)
- [Multi-agency statutory Guidance on female genital mutilation April 2016](#)

Further advice on child protection is available from:

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

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

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

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

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