

Child Protection and Safeguarding Policy

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| Governors' Committee Responsible: | Welfare and Risk Management Committee |
| Governor Lead: | Jamie Sharpley |
| Nominated Lead Member of Staff: (DSL) | Victoria Sherwood |
| Status & Review Cycle: | Statutory Annual |
| Next Review Date: | September 2017 |
| | Reviewed by: VS |
| | Signed off by: Chair of Governors |

REPORTING CHANNELS

Please report concerns about a child to:

The DESIGNATED SAFEGUARDING LEAD, Victoria Sherwood, Assistant Head (pastoral), or a deputy in her absence. The contact details of Victoria Sherwood are sherwoodv@boxhillschool.com and telephone is 01372 373382 ext 5048

The Deputy Designated Safeguarding Lead is:

John Attewell (Head of Boarding), attewellj@boxhillschool.com Tel: 01372 373382 ext 4267

In the absence of Vicky Sherwood (DSL) John Attewell assumes the responsibility of DSL and Hayley Osborne assumes the responsibility of DDSL.

Concerns/allegations about an adult working with children should be reported to the Headmaster (or Chairman of Governors in his absence). The Chair of Governors is Mr John Banfield.

If the subject is the Headmaster then report directly to the Chairman.

'An adult working with children' includes concern about members of staff, the DSL, volunteers, the Head and senior team.

The Head or DSL will contact the LADO for advice within one working day.

If the subject is a member of the governing body, then report directly to the chairman, Mr John Banfield. He is the nominated Governor responsible for liaison with the local authority on strategic issues of child protection. His contact number is available from Mr John Pratten, Clerk to the Governors.

Never delay in reporting concerns/allegations. Not reporting is a form of abuse. Report immediately.

ALL referrals with concerns about children, young people and adults should be discussed with the Surrey MASH Monday to Friday 9 till 5pm, telephone 0300 470 9100 email mash@surreycc.gov.uk. Outside those hours, urgent concerns about a child's safety to the Emergency Duty Team as before on 01483 517898. The LADO number is 0300 123 1650 or LADO@surreycc.gov.uk.

In an emergency where you are concerned for the child's immediate safety you should call [Surrey Police](https://www.surreypolice.uk) on 999. Local Referral, Intervention and Assessment Services for Mole Valley can be called on 0300 123 1620. If a crime may have been committed, the matter should be reported to the police.

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government statutory guidance: 'Working Together to Safeguard Children' 2015, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' September 2016, and the Surrey Safeguarding Children Board SSCB Child Protection Procedures¹. Locally agreed inter-agency procedure has been taken into account in this policy.

The Governing body takes seriously its responsibility under section 157 of the Education Act 2002 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.

We recognise that **safeguarding is the responsibility of everyone**; 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.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The role of the Designated Safeguarding Lead (DSL):

- To take responsibility for all child protection matters arising in the school and to support all other staff in dealing with any child protection concerns as they arise.
- To support and direct other staff to safeguard and promote the welfare of children.
- To promote and safeguard the welfare of children and young persons at Box Hill School.

The aims of this policy are:

1. To support the child's development in ways that will foster security, confidence and independence.
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.
3. All staff need to be aware of the role they have in safeguarding children.
4. To provide early help where appropriate to support pupils.
5. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to multi agency assessments of need and support packages for those children.
6. To emphasise the need for good levels of communication between all members of staff.
7. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
8. To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

Safer Recruitment

A comprehensive guide is contained in our Safer Recruitment, Selection and Disclosure Policy and Procedures. Here is a summary of what we do to ensure safe staff.

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

- All applicants need to complete an application form with a full employment history, covering all dates since leaving school. They will also make a medical declaration relating to fitness for the post and a declaration about any past offences. The application form will contain a clear safeguarding statement. They will need to supply details of at least 2 referees one of which is the most recent employer and one who can comment on suitability to work with children. The interviewing panel will contain at least one interviewer who has completed appropriate safer recruitment training.
- Applicants invited for interview are asked to bring proof of identity and original paperwork relating to qualifications. References will be sought in advance of interviews for shortlisted candidates.

Pre-employment checks

An offer of employment must be subject to completion of all the necessary checks with satisfactory results. These checks are

- Identity
- Qualifications
- References
- Enhanced DBS
- Barred List
- Prohibition (teachers)
- Overseas Checks as appropriate
- Right to work in UK

We are aware of the Childcare Disqualification regulations but these do not apply to us. We do not deal with young people under the age of 11 years

All new staff are required to undertake induction training suitable to their role and incorporating safeguarding training. This induction training will include training in the school's child protection policy, the staff code of conduct/behaviour policy, whistle-blowing policy, the identity of the DSL, prevent duty, and a copy of part 1 of the KCSiE document. Part 1 of the KCSiE document must be read and understood by all staff. (See induction policy).

Volunteers

Unsupervised volunteers who have contact with children or young people will be checked as appropriate, (enhanced DBS without barred list check and two references as a minimum) and will be provided with the 'Safeguarding Children: Guidance for Adults visiting or working temporarily at Box Hill School' information leaflet.

Contractor's staff

Those who engage in activities involving contact with children or young people will also be checked as appropriate, enhanced DBS and barred list check as a minimum and a check that the contractor meets safer recruitment requirements and will be provided with 'Safeguarding Children: Guidance for Adults visiting or working temporarily at Box Hill School' information leaflet.

Trainee Teachers

If they work unsupervised then an enhanced DBS and barred list check are required and a suitability check with any college provider.

Agency Staff

Written confirmation from the agency that all the necessary checks are in place is required by the school.

If a person commences their employment before the DBS check has been received the following must be in place:

Supervision plan/written risk assessment

Application to DBS submitted

Barred List check done

All other checks in place

Safe School, Safe Staff

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy and all adults, whether staff, volunteers or governors in school must have signed to say they have read them.
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- all staff have been checked for their suitability, following safer recruitment requirements, and a Single Central Record is maintained and checked by the Headmaster at least each half term.
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned. This referral is a legal requirement when the individual has engaged in behaviour that harmed or is likely to harm a child or if a person otherwise poses a risk of harm to a child. In the case of a teacher a referral may also be made to the National College for Teaching and Leadership (NCTL).
- all other staff have Safeguarding training updated at least annually.
- child protection processes and policies are reviewed and updated regularly and at least annually.
- a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headmaster
- Safeguarding arrangements and Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- the Governing Body considers how children may be taught about safeguarding to ensure they have an understanding about risk and how to manage themselves safely. This is part of our broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE), but staff are expected to support safeguarding wherever it arises in the curriculum.
- The DSL, Victoria Sherwood, is a member of the Senior Leadership Team. The Deputy Designated Safeguarding Lead is John Attewell. These officers have undertaken the compulsory multi agency training delivered through the SSCB (2 days), and, upon appointment will undertake additional training followed by biannual updates. The names of the DSL and the deputies are clearly displayed on notices all around the school and in boarding houses.
- The DSLs who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training (From September 2014 the school may choose appropriate training and may seek advice from SSCB) This training to be renewed every 5 years.
- All members of staff and volunteers are provided with child protection awareness information at induction, including a safeguarding handbook so that they know who to discuss a concern with.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.(see procedures in handbook)

- 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
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- the school's care for the safety of its pupils is additionally supported by stipulating that the staff of another organisation have been checked for suitability if they supervise the school's pupils on a site other than at the school.

Our procedures will be regularly reviewed and up-dated.

All new members of staff will be given a copy of our safeguarding handbook, with child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.

All new members of staff will be given a safeguarding induction by the DSL or Deputy DSL. This will include Part One of Keeping Children Safe in Education, the school's child protection policy, the staff code of conduct and the whistle blowing policy. Staff are required to complete an online safeguarding module (Prevent Duty).

The Governing Body will be given training in relation to part two of the same statutory guidance. All Governors will also be asked to complete the online Prevent Duty training and be given the KCSiE 2016 part one guidance, which they need to read and understand.

The policy is available publicly either on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website or hard copy directly from the school.

Responsibilities

The DSL is responsible for:

- Referring a child if there are concerns about possible abuse, to the Children's Services Area Team⁵, and acting as a focal point for staff to discuss concerns. Referrals will be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)⁶
- Acting as a source of support, advice, expertise to staff on matters safety and safeguarding.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.

³ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 123 1650 or LADO@surreycc.gov.uk.

⁴ Contact the LADO for guidance in any case

⁵ The South East Area Children's Team 0300 123 1650 operating 8.00am to 6.00pm will assist in locating the correct social services referral point for a child whose home address is outside Surrey, but in the UK, or for advice for children who lives abroad. CPLOs may consult with a social worker about whether a referral should be made. 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 Team

- Ensuring that an indication of the existence of the additional file is marked on the pupil records.
- Liaising with other agencies and professionals such as contributing to a coordinated offer of 'early help' (including where children may be taught about safeguarding, including online, through the curriculum and PSHE), coordinating the 'team around the family' (TAF) where necessary and in accordance with the Early Help assessment. Early Help is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.
- 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.
- 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 Social Care Team.
- Encouraging a culture of listening to children.
- Maintaining links with the SSCB, to ensure the school is up to date with the child protection procedures, learning from serious case reviews and relevant professional guidance and training opportunities.
- Organising child protection induction, and update training at least annually, for all school staff.
- Providing, with the Headmaster, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

South East Hub (Tandridge, Reigate & Banstead,
Mole Valley) –

01737
733944

serefhub@surreycc.gov.uk

Contact details as of September 2016

Supporting Children

Any staff who are worried that a child may be being abused can and should refer to the guidance laid down in the government document "What to do if you are worried a child is being abused". This document is available on the staff and governor school intranet portal.

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.

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.

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.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.

- 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.

All staff are trained to listen to students and their concerns but in addition to this there are specialist pastoral leaders at Box Hill School that students can turn to for advice or support to include; Head of Pastoral Care, Houseparent's, School Counsellor, School Nurses and the Independent Listener.

Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Headmaster or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁷
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

Children rarely disclose their own abuse and all staff need to be alert to behaviour signs or change and information from friends or other sources.

Staff must be aware that if a child discloses about possible abuse they must:

- Listen carefully
 - Never promise confidentiality
 - Record the conversation in the child's own words
 - Note the time and sign and date the record made
 - Take it seriously
 - Reassure they are right to tell
 - Explain what will happen next
 - Not ask leading questions
 - Not make promises you cannot keep
 - Not jump to conclusions
 - Not speculate or accuse anybody
 - Inform the DSL
- KCSIE September 2016

- We will always undertake to share our intention to refer a child to Social Care 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 a social worker at the Children's Services Area Team on this point.
- All staff have the right to raise concerns, including about potential poor or unsafe practice or potential failures within the schools safeguarding regime (whistle-blowing) as in line with KCSIE part one. All concerns will be taken seriously. The **NSPCC whistle blowing helpline number is 0800 028 0285**. All staff are given the Box Hill School whistle blowing policy at induction.

⁷ Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for safeguarding March 2015

- We will ensure that guidance for staff is provided through our staff induction programme and safeguarding training to ensure that their behaviour and actions do not place students or themselves at risk of harm or allegations of harm to a student.

Examples of poor practice are:

- One-to-one tuition in private behind closed doors
- Engaging in inappropriate electronic communication with a student
- Conveying a single student in a staff car
- Unreasonable use of physical force to restrain a student
- Physical contact without asking permission or in an inappropriate manner or context
- Joining in competitively while sports coaching
- Keeping photographic images of students at home (See IRSC document “Guidance for Safer Working Practice for Adults” 2015) Not maintaining the highest personal security settings on social media
- Becoming a “friend” to a student on social media sites

Supporting Staff

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.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Allegations against staff

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.

All Staff should be aware of Surrey’s Guidance on Behaviour Issues, and the school’s own Behaviour Management policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁸

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will **immediately inform the Headmaster⁹**.

The Headmaster on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)¹⁰ immediately. (Within one working day at latest).

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 <http://www.surreycc.gov.uk/learning/teachers-and-education-staff/education-safeguarding/e-safety>

⁹ or Chair of Governors in the event of an allegation against the Headteacher

¹⁰ LADO 0300 123 1650 or 1620

If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above the Local Authority Designated Officer, without notifying the Headmaster first.

The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration, and the Headmaster will seek the advice of the LADO and Personnel Consultant in making this decision.

In the case of a concern about or an allegation being made against a member of the resident boarding staff – if a suspension from work is deemed appropriate while an investigation takes place – that member of staff will be temporarily rehoused in accommodation away from children which is not within that (or any other) boarding house.

In the event of an allegation against the Headmaster, the decision to suspend will be made by the Chair of Governors with advice as above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

The School has a duty of care to all staff as defined in Part 4 of KCSiE.

Where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first) consideration will be given to making a referral to the National College for Teaching and Leadership (NCTL)

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or if there is a reason to believe that the person may have committed one of a number of listed offences and who has been removed from working (paid or unpaid) in regulated activity or who would have been removed had they not left. If the person is a teacher the school must consider whether to refer the matter to the Secretary of State as required by sections 141D and 141E of the Education Act 2002.

Please note also that;

Allegations of abuse against pupils may be dealt with under the school's counter-bullying procedures; however, in cases where a pupil either has, or is at risk of, suffering serious harm then the matter must be dealt with as a child protection issue and referred to Children's Social Services. If the issue is borderline, advice may be sought from the Social Services, without necessarily making a referral.

Whistle-blowing

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

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, following the school's Whistleblowing Policy.

NSPCC whistle blowing helpline number is 0800 028 0285.

Whistle-blowing re the Headmaster should be made to the Chair of the Governing Body whose contact details are readily available to staff.

Physical Intervention

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. (Box Hill School has a physical restraint policy and staff must follow these guidelines).

Such events must be recorded and signed by a witness and parents notified.

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.

Anti-Bullying

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. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of all bullying incidents and review these to identify any issues we need to address.

Staff must be aware that in all areas of the school, and particularly in boarding, pupil to pupil relationships may be abused and there is potential for peer abuse.

Racist Incidents

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

Radicalisation and Extremism – Prevent duty DfE guidance June 2016

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. From 1st September 2015 Schools are required under the Prevent Duty, the Counter Terrorism and Security Act 2015, 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.

Box Hill 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.

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. Box Hill School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 1.

Box Hill 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.

The school governors, the Headmaster and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the SSCB.

Response

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 who is also the Single Point of Contact (SPOC) for Box Hill School. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases or for further advice the DSL will refer to the South East Children's Team normal referral point for concerns about children as advised by SSCB.

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

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.

Prevention

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.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had access to support.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety and issues around bereavement, self-harm and disordered eating.
- 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.
- protect pupils from risk of radicalisation or other forms of abuse by filtering access to the internet on school equipment
- Ensure that all visiting speakers are suitably identified and are appropriately supervised

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect.

How does it affect children?

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

What are the signs to look out for?

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

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

Health & Safety

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

Monitoring and Evaluation

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

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes

- Logs of bullying/racist/behaviour incidents for SLT and Governing Body to monitor
- Review of parental concerns and parent questionnaires
- The Governing Body's annual review of safeguarding arrangements.

The school is aware of its duties to children in need and children at risk. This is reflected in practice through the policies below.

This policy also links to our policies on:

Behaviour (separate policy)
Staff Code of Conduct
Whistleblowing
Anti-bullying
Health & Safety (separate policy)
Allegations against staff (see Keeping Children Safe in Education part 4)
Parental concerns (Complaints)
PSHE (separate handbook)
Teaching and Learning (separate policy)
Administration of medicines (separate policy)
Drug Education (separate policy)
E Safety, including staff use of mobile phones (in this handbook)
Risk Assessment (separate policy and guidance)
Recruitment and Selection (separate policy)
Child Sexual Exploitation (in this handbook also FGM and FM)
Restraint Policy

Further advice on child protection is available from:

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

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

CEOP Thinkuknow: <https://www.thinkuknow.co.uk/>

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

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

Child Protection Procedures

To ensure that our pupils are protected from harm we need to understand what type of behaviour constitutes abuse or neglect. They are forms of maltreatment. Failing to act in circumstances where abuse or neglect is suspected is also a form of abuse. There are four categories – physical, emotional, sexual abuse and neglect.

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

Remember it is your responsibility to report your concerns. It is not your responsibility to investigate or decide if a child has been abused.

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
- Scape-goated 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 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 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) 01483 519606 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 irresponsive 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

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.

Forced Marriage (FM)

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. The school has a mandatory duty to report possible FGM or concerns that a young person may be at risk (including siblings) from October 2015. **From September 2016, if staff discover that an act of FGM has been carried out, they must report directly to the police.**

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

- ❖ FGM brings status/respect to the girl – social acceptance for marriage
- ❖ Preserves a girl's virginity
- ❖ Part of being a woman / rite of passage
- ❖ Upholds family honour
- ❖ Cleanses and purifies the girl
- ❖ Gives a sense of belonging to the community
- ❖ Fulfils a religious requirement
- ❖ Perpetuates a custom/tradition
- ❖ Helps girls be clean / hygienic
- ❖ Is cosmetically desirable
- ❖ Mistakenly believed to make childbirth easier

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

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, 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 1

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

For further advice and support regarding extremism, contact the Surrey LA ‘prevent’ lead via Surrey social services on 0300 1231620, the non-emergency police number 101, or the government dedicated line 02073407264. Also; counter-extremism@education.gsi.gov.uk .

Status & Review Cycle:

Statutory Annual

Next Review Date:

September 2017 VS