



Child Protection and Safeguarding			
Ref.:	SOP001A	Rev: 17	Date: Aug 20

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Child Protection and Safeguarding Policy

17	Aug 20	KCSIE 2020 update included	DB	
16	May 20	COVID additional support added	DB	RW
15	Aug 19	KCSIE 2019 update included	DB	RW
14	June 19	Consultation Line added	DB	RW
13	Feb 19	Added Natalie Walsh as DDSL	SA	RW
12	Nov 18	Ratification of Policy by Governors	AM	Governors
11	Aug 18	Reviewed and restructured. KCSIE and Annex A (2018) updates included.	DB	RW
10	Nov17	Ratification of Policy by Governors	AM	Governors
9	Nov 17	Amendment of wording according to Surrey CC model and revision of photograph policy	SA	DB
8	June 17	Expansion of Categories and Definitions of Abuse. Additional safeguards put in place relating to recommendations by Andrew Hall on CME	DB	INSPECTED
7	Aug 2016	Reviewed and restructured. KCSIE and Annex A (2016) updates included.	DB	RW
6	March 2015	Updated to include Appendix 4 regarding frequency of training in Surrey & new KCSIE regulations	DB	AC
5	Dec 2014	This policy is up to date regarding ISI regulations Sept 2014. Awaiting confirmation from Surrey CC with regard to frequency of CP Training for staff	DB	AC
4	Oct 2014	DSL Job description added	DB	AC
3	Aug 2014	Reviewed in line with GN guidance	SH/ST	AC
2	April 2014	Revised and reviewed content	CG	AC
1	Jan 2013	Revised format and reviewed content	CG	AC
Review	Date	Detail	Reviewee	Agreed By



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Key Points

Governors’ Committee Responsible: Education Committee
Governor Lead: Shirley Winson
Nominated Lead Member of Staff: Daniel Boorman
Status & Review Cycle: Statutory Annual
Next Review Date: June 2021
Consultation Line (to determine if a referral is needed) 0300 470 9100
Multi Agency Partnership (MAP) **0300 470 9100**

- Head of MAP: dean.woodward@surreycc.gov.uk
- Early Help: nicolas.charalambous@surreycc.gov.uk
 - MAP Contact email: csMAP@surreycc.gov.uk
csMAP@surreycc.gcsx.gov.uk
- [MAP Information](#)
- **Local Area Designated Officer (LADO):**

Telephone: 0300 123 1650 option 3 LADO

Email: LADO@surreycc.gov.uk

Surrey Education Safeguarding Team: 01483 517008

- Email address: education.safeguarding@surreycc.gov.uk

Team members:

Education Safeguarding Team Manager: Clare Stewart
Education Safeguarding Advisor: Elisabeth Clark
Education Safeguarding Advisor: Narinder Ghosal
Schools Family Workforce Development Advisor: Andrea Page

Safeguarding Statement

Our ethos is: **‘It could happen here’**

Bishopsgate School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school’s safeguarding responsibilities.



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Key Personnel

The Designated Safeguarding Lead (DSL) is: Daniel Boorman - Deputy Head (Pastoral)

Contact details: email: dboorman@bishopsgatesch.uk Telephone: 01784 432109

The Deputy DSL's are: James Pym - (Deputy Head Teaching & Learning), Natalie Walsh (Head of Lower School) and Rob Williams (Headmaster)

James Pym contact details: jpym@bishopsgatesch.uk Telephone: 01784 432109

Natalie Walsh contact details: nwalsh@bishopsgatesch.uk Telephone: 01784 432109

Rob Williams contact details: rwilliams@bishopsgatesch.uk Telephone 01784 480223

The nominated child protection Governor is: Shirley Winson

Contact details: email: swinson@bishopsgatesch.uk Telephone: 01784 453482

The Headteacher is: Robert Williams - email: rwilliams@bishopsgatesch.uk Telephone: 01784 480223

The Chair of Governors is: Timothy Eddis

Contact details: email: chair@bishopsgatesch.uk Telephone: 07971 232990

Record of Staff Safeguarding and Child Protection Training:

Training:	Provider:	Date:
Safeguarding and Child Protection Workshop – abuse, social media, significant harm, current legislation & risk assessing	David Blake of Kapasun Training	5.01.16
Staff Inset – KCSIE Sept 2016 (inc Annex A) update	Dan Boorman	5.09.16
Staff Workshops, including staff quiz on KCSIE (see staff file)	Dan Boorman	w/c 27.09.16
Mental Health Workshop – inc. stress, anxiety, puberty, warning signs and strategies	Dick Moore	19.04.17
Staff Inset – KCSIE Sept 2018 (inc Part 1 & Annex A) update	Dan Boorman	03.09.18
Staff Inset - KCSIE 2019 update (inc Part 1 and Annex A). Staff safeguarding quiz issued to confirm understanding	Dan Boorman	03.09.19
Staff & Governor training (8 local primary school governors also in attendance)	Steve Barker of Strictly Education 4S	20.01.20
Staff Inset - COVID-19 Safeguarding addition	Dan Boorman	01.06.20



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Staff Inset - KCSIE Sept 2020 (inc Part 1 & Annex A) update	Dan Boorman	01.09.20
Online Safety Course for all academic and administrative staff	Educare	11.12.20

Terminology:

Safeguarding and promoting the welfare of children is defined as:

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

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

Early Help means providing support as soon as any needs emerge or are identified at any point in a child’s life.

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

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

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

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

MAP refers to the Surrey Multi Agency Safeguarding Hub.



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1 Introduction

This policy applies to all staff including those in the EYFS. All aspects of this policy are subject to the School's [Data Protection Policy](#), [Privacy Notice](#) and [Data Retention and Destruction Policies](#)

- 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 publications: 'Disqualification under the Childcare Act 2006', 'The Teachers Standards 2012', 'Mental Health and Behaviour in Schools 2016', 'Counselling in Schools 2016', 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015, 'The Prevent Duty' 2015, and 'The Use of Social Media for Online Radicalisation 2015'. The guidance also reflects, both 'Keeping Children Safe in Education' 2020, and Surrey Safeguarding Children Board SSCB Child Protection Procedures¹.
- The Governing body takes seriously its responsibility under section 175 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. The safety and well-being of all of our pupils is our highest priority. The School recognises that it is important to differentiate between safeguarding children who have suffered or are at risk of suffering serious harm and those who are in need of additional support from one or more agencies. The former should be reported to children's social care immediately; the latter should lead to inter-agency assessment using local processes.
- Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect and good manners to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other. This policy applies to all pupils, members of staff and governors in the school including those in EYFS, and should be read in conjunction with Bishopsgate School's [Safer Recruitment Policy](#) and [Whistleblowing Policy](#).

2 Guidance and documents referred to in this policy

- [Surrey Safeguarding Children Board protocols, guidance and procedures](#)
- [Working Together to Safeguard Children \(2015/2018\)](#)
- [Keeping Children Safe in Education 2020 \(KCSIE\)](#)
- [Disqualification under the Childcare Act 2006 \(2015\)](#)

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





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- [FGM Act 2003 Mandatory Reporting Guidance 2016](#)
- [‘What to do if you are worried a child is being abused’ 2015](#)
- [Teacher Standards 2011](#)
- [Information Sharing Advice for Practitioners’ guidance 2015](#)
- [SCC Children Missing Education](#)
- [SCC Touch and the use of physical intervention when working with children and young people](#)
- [The Equality Act 2010](#)

- Covid-19:
<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-college-s-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

3 Policy Principles

- The welfare of the child is paramount
- Maintain an attitude of “It could happen here”
- Children have a right to feel safe and secure, they cannot learn effectively unless they do so
- All children have a right to be protected from harm and abuse
- All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children
- Whilst the school will work openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child’s best interests

4 Policy Aims

- To demonstrate the school’s commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To support the child’s development in ways that will foster security, confidence and independence.



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- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 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.
- 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.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Child Services.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a single central record is kept for audit.
- To ensure that all teaching staff are checked on the TRA website to ensure that they have not been prohibited from the profession, and that those that have worked in the EEA are not sanctioned in other EEA states.
- To ensure that all those involved in the management of the school, including the governors, do not appear on the Prohibition from Management Section 128 barring directions on the TRA website.
- To ensure that the school does not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they or others who live or work in their households are 'disqualified' from working with children under the age of 8 under the Childcare Act 2006. This applies not only to 'staff' but also others such as volunteers, supply/agency staff, self-employed people, staff of other organisations contracted to provide childcare, and governors who volunteer with the relevant groups or are directly concerned with their day-to-day management
- To comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in February 2018

Supporting Children

- 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 and that Bishopsgate is often seen as a child's 'safe place'.

² <https://www.gov.uk/government/collections/dbs-checking-service-guidance--2>



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- 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 (particularly but not solely through Personal, Social, Health and Economics Education lessons) as well as our relationships, whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the school.
 - Responding sympathetically to any requests for time out to deal with distress and anxiety.
 - Offering details of helplines (see pupil's diaries), counselling or other avenues of external support.
 - 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.
- Children are taught to understand and manage risk through our personal, social, health and economic education (PSHEE) and Relationship and Sex Education and through all aspects of school life. This includes online safety; Children throughout the school including EYFS are taught the importance of keeping safe.
- The School aims to teach pupils to understand what is acceptable behaviour and to speak up if they believe they or others are not being treated appropriately.

Prevention / Protection

- 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, are encouraged to talk and are always listened to.
 - Include regular consultation with children e.g. through weekly Form time, participation in anti-bullying exercises and discussions, asking children to report whether they have had happy/sad lunchtimes/playtimes
 - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty, usually Form Tutor in the first instance, with the Head of Year and School Councillor also available.
 - 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, online-safety, road safety, pedestrian and cycle training (where possible). Also focussed work in Years 6,7



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and 8 to prepare for transition to senior school and more personal safety/independent travel.

- o 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. More details of the School's policy in this area can be found at: [Staff Acceptable Use of ICT Policy](#) and [Bring Your Own Device Policy](#).

Safe School, Safe Staff

We will ensure that:

- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children;
- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and [Keeping Children Safe in Education part 1 and annex A](#) on induction;
- All staff receive safeguarding and child protection training on the first day of induction in line with advice from Surrey Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates given and minuted during weekly staff briefings or scheduled as a staff workshop depending upon needs. Child Protection training forms part of the INSET Programme undertaken on staff training days at the beginning of each new term;
- All staff and Governors are required to complete online Prevent training in accordance with the Prevent Duty in order to assess the risk of children being drawn into terrorism. Additional Prevent awareness training is available, such as the online general awareness training module on Channel or at <https://www.elearning.prevent.homeoffice.gov.uk>, which provides advice and support on protecting children from radicalisation;
- All members of staff are trained in and receive regular updates in online safety and reporting concerns;
- All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- The child protection safeguarding policy is made available via the school website and parents/carers are made aware of this policy and their entitlement to have a copy via the school prospectus and website. All parents/carers are made aware of the



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responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Safeguarding Policy and reference to it in the school's prospectus.

- The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans where needed;
- Volunteers, temporary staff, peripatetic providers and contracted users organising activities for children are aware of the school's Child Protection Safeguarding Policy, guidelines and procedures;
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in this document and during staff training (see staff quiz Sept 2016), along with an explanation of the school's role in referring and monitoring cases of suspected abuse;
- All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2016 and will sign to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance.

5 Visiting Speakers

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our pupils is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant. Please see the [Visiting Speaker Policy](#) for the full list of checks and the procedure for vetting a Visiting Speaker.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification document



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including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its [Data Protection Policy](#).

6 School Governance

The School Governor with particular responsibility for Child Protection and for Prevent duty is:

Shirley Winson (Retired Headmistress – Bishopsgate and Virginia Water Prep)

The School Governor with particular responsibility for Child Protection is responsible for liaising with the DSL over all matters regarding child protection issues and reporting back to the main governing board. The Pastoral Deputy Head meets with the Governor every week during term time. The role is strategic rather than operational and they will not be involved in concerns about individual pupils.

The DSL will meet with the Education Committee, which includes three School Governors, and provide a termly child protection and safeguarding update. This termly review is recorded in the Education Committee’s minutes and then discussed at the following main governing body meeting if required.

The Education Committee is also responsible for reviewing the school’s PSHEE Policy and Acceptable Use of ICT Policies, and to ensure that these policies are put into practice. Shirley Winson has direct access to these policies via the DSL and will witness them in action during her weekly visits. Shirley Winson may also question staff from time to time on their knowledge of child protection and safeguarding and of their potential reaction should they be confronted with an issue.

The Child Protection and Safeguarding Policy is reviewed and tested annually by Governors to ensure that all procedures have been discharged with efficiency and to ensure swift remediation of any deficiency in policy or procedures. The governors, in conjunction with the DSL, will ensure that the school contributes and works closely with other local agencies. Enhanced DBS checks are in place for all Governors; an additional DfE check is in place for the Chair of Governors.

7 Roles and Responsibilities

All School Staff:

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

- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.



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- Ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection policy and procedure, liaising with the designated safeguarding lead or a deputy.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015).
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to the Multi Agency Partnership (MAP), and the police if appropriate. We understand that we have a pivotal role to play in multi-agency safeguarding arrangements. All staff and governors ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Be prepared to refer directly to the MAP, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures (page 23) if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Surrey Safeguarding Children's Board and take account of guidance issued by the Department for Education.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.
- Will identify children who may benefit from early help, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the schools pastoral support process or an early help assessment). In some circumstances it may be



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appropriate for a member of the school staff to act as the Lead Professional in early help cases.

- Liaise with other agencies that support pupils and provide early help.
- Know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the role of the DSL, the schools Child Protection Policy, Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Governing Body and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

The Headteacher

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

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Provide opportunities for a co-ordinated offer of early help when additional needs of children are identified
- Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- With the designated safeguarding lead ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Surrey Safeguarding Children Board (SSCB) and Surrey County Council (SCC).



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- Ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

The Designated Safeguarding Lead:

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

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated.
- Have an “it could happen here” approach to safeguarding.
- The designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the Children’s Single Point of Access (C-SPA), and act as a point of contact and support for school staff. Requests for support should be made securely by email to cspa@surreycc.gov.uk using the [Request for Support Form](#) urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).
- Report concerns that a pupil may be at risk of radicalisation or involvement in terrorism, following the [Prevent referral process](#) and use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.
- The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the “case manager” and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Follow DfE and KCSIE guidance on ‘Peer on Peer/child on child Abuse’ when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.



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- Have a secure working knowledge of SSCP procedures and understand the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
- Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.
- Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCO) on matters of safety and safeguarding and consult the SSCP Levels of Need document to inform decision making and liaison with relevant agencies.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.
- Ensure that an indication of the existence of the additional child protection file is marked on the pupil school file record.
- Ensure that when a pupil transfers school (including in-year), their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Report to the Headteacher any significant issues for example, use of the [SSCP multi-agency escalation procedures](#), enquiries under section 47 of the Children Act 1989 and police investigations.
- Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and annex A and ensure that the policies are used effectively.



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- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership and governors, the child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.
- Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- Contribute to and provide, with the Headteacher and Chair of Governors, the “Audit of Statutory Duties and Associated Responsibilities” to be submitted annually to the Surrey County Council, Education Safeguarding Team.
- Ensure that the names of the Designated Safeguarding and Child Protection Lead and deputies, are clearly advertised, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2020.

The Deputy Designated Safeguarding Lead(s):

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

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

All members of The Governing Body understand and fulfil their responsibilities to ensure that:

- The school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education. Ensure policies are consistent with Surrey Safeguarding Children’s Board (SSCB) and statutory requirements, are reviewed annually and that the Child Protection policy is available on the school website.
- The SSCB is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- That the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.
- That at least one member of the governing body has completed safer recruitment training to be repeated every five years.



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- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2018) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- That all staff, including temporary staff and volunteers are provided with the school’s child protection policy and staff behaviour policy.
- That the school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- That a nominated governor for safeguarding is identified.
- That a member of the senior leadership team has been appointed by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder’s job description.
- That on appointment, the DSL and deputy(s) undertake interagency training (SSCB Modules 1&2) and also undertake DSL ‘New to Role’ and ‘Update’ training every two years.
- The governors and school will ensure that monitoring systems are in place to safeguard children online.
- That children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationship and sex education (RSE).
- That the school will comply with DfE and Surrey County Council [Children Missing Education](#) requirements.
- That the school will comply with regular data returns requested by the Local Authority, regarding all pupils of statutory school age, attending alternative provision and/or on a reduced or modified timetable
- That appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors.
- That any weaknesses in Safeguarding are remedied immediately.
- Be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The Governing body will ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

7 Confidentiality and Sharing and Withholding Information

- All matters relating to child protection will be treated as confidential and only shared as per the [‘Information Sharing Advice for Practitioners’ \(DfE 2018\) guidance](#).
- The school will refer to the guidance in the data protection: toolkit for schools - <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>



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guidance to support schools with data protection activity, including compliance with the GDPR.

- Information will be shared with staff within the school who 'need to know'.
- Relevant staff have due regard to Data Protection principles which allow them to share (and withhold) information.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, Bishopsgate staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential. The Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- All staff 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.

8 Child Protection Procedures

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount. All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviour rather than words. Additionally staff will question the cause of knocks and bumps in children who have limited mobility.

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

1. Make an initial record of the information related to the concern.
2. Report it to the DSL immediately.



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3. The DSL will consider if there is a requirement for immediate medical intervention, however, urgent medical attention should not be delayed if a DSL is not immediately available.

4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

Dates and times of their observations

Dates and times of any discussions in which they were involved.

Any injuries

Explanations given by the child / adult

Rationale for decision making and action taken

Any actual words or phrases used by the child

5. The records must be signed and dated by the author or / equivalent on electronic based records

6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to MAP (and the police if appropriate) if there is the potential for immediate significant harm

Following a report of concerns the DSL must:

1, [Using the SSCB Levels of Need](#), decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the MAP and the police if it is appropriate.

2, The school will normally try to discuss any concerns about a child’s welfare with the family and, where possible, seek their agreement before making a referral to the MAP. However, this will only be done if it will not place the child at an increased risk or if it could impact a police investigation. The child’s views will also be taken into account.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA. By sending a Request for Support Form by secure email to: cspa@surreycc.gov.uk contact the C-SPA consultation line on 0300 470 9100 to discuss the concerns. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken.

3, If the DSL feels unsure about whether a referral is necessary, they can phone the MAP to discuss concerns



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4, If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help.

5, Where there are doubts or reservations about involving the child's family, the DSL will clarify with the MAP or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

6, When a pupil is in need of urgent medical attention and there is suspicion of abuse, the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital. Either the DSL or Deputy should simultaneously notify the MAP. The DSL should seek advice about what action the MAP will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

7, The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

9.1 Dealing with disclosures

All staff

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

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

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

Guiding principles - *The Seven R's*

Receive

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



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Reassure

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

Respond

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

Report

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

Record

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

Remember

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



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Review (led by DSL)

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

What happens next?

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

If they have concerns that the disclosure has not been acted upon appropriately, they might inform the Headteacher or Safeguarding Governor of the school and/or may contact the MAP.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

10 Children who are particularly vulnerable

- Bishopsgate School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.
- We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children’s diverse circumstances, rather than the individual child’s personality, impairment or circumstances.
- In some cases possible indicators of abuse such as a child’s mood, behaviour or injury might be assumed to relate to the child’s impairment or disability rather than giving a cause for concern. Or a focus may be on the child’s disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.
- Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.
- 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
 - Adopted
 - Affected by parental substance misuse, domestic abuse or parental mental health needs



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- o Asylum seekers
- o Living away from home
- o Vulnerable to being bullied or engaged in bullying
- o Already viewed as a 'problem'
- o Living in temporary accommodation
- o Live transient lifestyles
- o Living in chaotic and unsupportive home situations
- o Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- o At risk of sexual exploitation
- o Do not have English as a first language
- o At risk of female genital mutilation
- o At risk of forced marriage
- o At risk of being drawn into extremism.

11 Anti-Bullying/Cyberbullying

- Our school policy on anti-bullying is set out in the [Anti-Bullying Policy](#) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.
- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headmaster and the DSL will also consider implementing child protection procedures.
- The subject of bullying is addressed at regular intervals in PHSEE lessons.

12 Racist Incidents

- Bishopsgate School does not tolerate racism in any shape or form.
- Any suspected racist incident will be dealt with quickly in line with the school Anti-Bullying Policy.
- Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures and will be recorded using a record of concern form.



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13 Radicalisation, Extremism and Terrorism

- [The Prevent Duty for England and Wales \(2015\)](#) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children’s services to have due regard to the need to prevent people from being drawn into terrorism.
- Extremism is defined as ‘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.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.
- Bishopsgate School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism³.
- Bishopsgate 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.
- School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are detailed in Appendix 6.
- Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the [DfE advice Promoting Fundamental British Values as part of SMSC \(spiritual, moral, social and cultural education\) in Schools \(2014\)](#). Ref [PSHEE & Citizenship Policy](#).
- The school governors, the Head Teacher 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 assessments 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. Ref [Prevent Duty Risk Assessment and Action Plan](#)
- 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. 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 and ask to speak to the Surrey Police Prevent Coordinator. The Department of Education has also set up

³ <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>



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a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Indicators of vulnerability to radicalisation

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

Extremism is defined by the Crown Prosecution Service as:

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

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

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 Bishopsgate staff are able to recognise those vulnerabilities.

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



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- Personal Circumstances – migration; local community tensions and events affecting the 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 or a feeling of failure
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Needs and Disability – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

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.

More critical risk factors could include:

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

The Department of Education guidance on Prevent can be accessed here: [The Prevent Duty](#)

14 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.



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- Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).
- Bishopsgate School is 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.

15 Child Sexual Exploitation (CSE)

- 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.
- Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Bishopsgate School is aware there is a clear link between regular school absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence
- The DSL will use the Surrey Safeguarding Children's Board CSE Screening Tool⁴ 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.

⁴ <http://www.surreyscb.org.uk/wp-content/uploads/2016/06/SSCB-CSE-Screening-Tool-May-16.pdf>



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- In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact Surrey MAP 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.
- Bishopsgate 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. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.
- Bishopsgate School includes the risks of sexual exploitation in the PHSEE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

16 Child Criminal Exploitation & Gangs

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household. A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation. Any concerns that a child is being, or is at risk of being criminally exploited



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should be passed without delay to the DSL. The school is aware that there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to the MAP will be made when any concern of harm to a child as a consequence of gang activity, including child criminal exploitation, becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the MAP. If there is concern about a child’s immediate safety, the Police will be contacted on 999.

17 Female Genital Mutilation (FGM)

- Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. [A mandatory reporting duty requires teachers to report ‘known’ cases of FGM in under 18s](#), which are identified in the course of their professional work, to the police⁵.
- The duty applies to all persons in Bishopsgate School who are employed or engaged to carry out ‘teaching work’ in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.
- If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
- School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per Bishopsgate School’s child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
- Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- There are no circumstances in which a teacher or other member of staff should examine a girl.

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<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>



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18 Forced Marriage

- A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
- A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
- School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit (200 7008 0151).

19 Honour-based Abuse

- Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- Honour based abuse might be committed against people who;
 - become involved with a boyfriend or girlfriend from a different culture or religion;
 - want to get out of an arranged marriage;
 - want to get out of a forced marriage;
 - wear clothes or take part in activities that might not be considered traditional within a particular culture.
- It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

20 One Chance Rule

- All staff are aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have 'one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.
- Bishopsgate School is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their



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responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

21 Private Fostering Arrangements

- A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
- Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- Bishopsgate school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.

22 Looked After Children

- The most common reason for children becoming looked after is as a result of abuse and neglect. Bishopsgate school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff (usually Heads of Year) have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
- The designated teacher for a looked after child and the DSL would have details of the child's social worker and the name and contact details of the Surrey County Council's virtual school head for children in care.
- The designated teacher for looked after children works with the school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan. This is not always possible or relevant at Bishopsgate.



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23 Children Missing Education (CME)

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The school recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Where possible, the school will hold more than one emergency contact number for each pupil. The school will ensure that there is a record of joiners and leavers as defined in [The Education \(Pupil Registration\) \(England\) 2006](#).

When removing a child’s name, the school will notify the Local Authority of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child’s future address and destination school, if applicable, and (e) the ground in regulation 8 under which the child’s name is to be removed from the school register.

The school will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child’s name from the school register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and [SSC1] (h) (iii) of [The Education \(Pupil Registration\) \(England\) 2006](#).

The school will:

- Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified that the pupil will attend the school.
- Notify the Local Authority within five days of adding a child’s name to the admission register. The notification must include all the details contained in the admission register for the new pupil.
- Monitor each child’s attendance through their daily register and follow the SCC procedure in cases of unauthorised absence.
- Remove a child’s name from the admissions register on the date that the child leaves the school.
- The school will notify the Local Authority when they are about to remove a child’s name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child’s name is due to be removed.
- Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the Elective Home Education Team / Education Welfare. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify Education Welfare at the earliest opportunity.



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24 Pupils Missing Out of Education (PMOOE)

The vast majority of children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these as Pupils Missing Out On Education (PMOOE), because they are not accessing their education in school in the ‘usual way’.

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

The school will ensure that and parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed;

The school will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it;

The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child

The school will comply with regular data returns requested by the Local Authority, regarding all pupils of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

The school leadership will report to governors of any formal direction of a pupil to alternative provision to improve behaviour and information regarding the use and effectiveness of alternative provision and modified timetables.



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25 Online Safety

- Our pupils increasingly use electronic equipment on a daily basis (Chromebooks, iPads, Laptops etc.) to access the internet and share and view content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and Oovoo.
- 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 extremist or 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
- Bishopsgate School has a [Staff Acceptable Use of ICT Policy](#) and [Pupil Acceptable Use of ICT Policy](#) which explain how we try to keep pupils and staff safe in school and how we respond to online safety incidents (See flowchart, Appendix 7).
- Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school's online safety coordinator is the Head of Digital Learning.
- Staff should be familiar with the [‘Use of Technology for online/virtual teaching’](#) requirements outlined in the Staff Acceptable Use of ICT Policy

26 Photographs and Video

- Personal cameras are not permitted for use to take pictures or video, and should not be brought into School.
- Personal mobile phones and cameras are not permitted for use in the EYFS setting. This applies to parents and staff.
- Personal mobile phones and tablets may be used to take pictures and video (Except in the EYFS) as long as the pictures/video are deleted from the device within 24 hours and not uploaded to any cloud or other storage programme.
- All photographs and videos should be uploaded to the ‘Photo Manager’ folder, which can be found in the ‘Pastoral’ folder on Google Drive.
- Photographs and videos must never be held on the hard drive of staff computers or laptops.
- For a more detailed explanation of our policy on photographs and video, please see the [Taking, Using and Storing Images of Children Policy](#).

27 Peer on Peer / Child on Child Abuse

Context





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Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults and school staff are supported and protected as appropriate.

Policy

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school. We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2020). We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

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

1, Prevention

- Taking a whole school approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

2, Responding to reports of sexual violence and sexual harassment

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

Responses may include:

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.



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- If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or the Deputy DSL immediately.
- Staff taking a report will never promise confidentiality.
- Parents or carers should usually be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral (MARF) will be made to the MAP.

3, Risk Assessment

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis. The Risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils. Support regarding risk assessments can be accessed from the [Education Safeguarding Team](mailto:education.safeguarding@surreycc.gov.uk) – education.safeguarding@surreycc.gov.uk

4, Action: The DSL will consider:

- The wishes of the victim.
- The nature of the incident, including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

5, Options - The DSL managing the issue will consider the following possible options:

- Manage internally
- Early Help intervention
- Refer to MAP



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- Report to the police (generally in parallel with a referral to MAP)

6, Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children’s Social Care.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. Bishopsgate may in this instance suspend the individual until further notice.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Headteacher will continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children & adults will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school's [Behaviour Policy](#).

The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of peer on peer / child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.



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The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References:

- [DfE Keeping Children Safe in Education 2020](#)
- [DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018](#)

28 Harmful Sexual Behaviours

Bishopsgate School uses the [Brook Traffic Light Tool](#) to categorise the sexual behaviours of young people. It is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour
- Work with other agencies to the same standardised criteria when making decisions to protect children and young people with a multi-agency approach.

Bishopsgate School recognises that it is vital for professionals to agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values. With this in mind, the DSL will use the Brooks Traffic Light Tool on the following pages to guide the decision making process:

Behaviours: Age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

GREEN BEHAVIOURS	AMBER BEHAVIOURS	RED BEHAVIOURS
What is a green behaviour?	What is an amber behaviour?	What is a red behaviour?



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<p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices</p>	<p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p>
<p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours</p> <ul style="list-style-type: none"> • holding or playing with own genitals • attempting to touch or curiosity about other children's genitals • attempting to touch or curiosity about breasts, bottoms or genitals of adults • games e.g. mummies and daddies, • doctors and nurses • enjoying nakedness • interest in body parts and what they do • curiosity about the differences between boys and girls 	<p>Amber behaviours</p> <ul style="list-style-type: none"> • preoccupation with adult sexual behaviour • pulling other children's pants down/skirts up/trousers down against their will • talking about sex using adult slang • preoccupation with touching the genitals of other people • following others into toilets or changing rooms to look at them or touch them • talking about sexual activities seen on TV/online 	<p>Red behaviours</p> <ul style="list-style-type: none"> • persistently touching the genitals of other children • persistent attempts to touch the genitals of adults • simulation of sexual activity in play • sexual behaviour between young children involving penetration with objects • forcing other children to engage in sexual play

Behaviours: Ages 5 to 9 and 9 to 13

GREEN BEHAVIOURS	AMBER BEHAVIOURS	RED BEHAVIOURS
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<p>What is a green behaviour? Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices</p>	<p>What is an amber behaviour? Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p>What is a red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p>
<p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours 5-9</p> <ul style="list-style-type: none"> • feeling and touching own genitals • curiosity about other children's genitals • curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships • sense of privacy about bodies • telling stories or asking questions using swear and slang words for parts of the body 	<p>Amber behaviours 5-9</p> <ul style="list-style-type: none"> • questions about sexual activity which persist or are repeated frequently, despite an answer having been given • sexual bullying face to face or through texts or online messaging • engaging in mutual masturbation • persistent sexual images and ideas in talk, play and art • use of adult slang language to discuss sex 	<p>Red behaviours 5-9</p> <ul style="list-style-type: none"> • frequent masturbation in front of others • sexual behaviour engaging significantly younger or less able children • forcing other children to take part in sexual activities • simulation of oral or penetrative sex • sourcing pornographic material online
<p>Green behaviours 9-13</p> <ul style="list-style-type: none"> • solitary masturbation • use of sexual language 	<p>Amber behaviours 9-13</p> <ul style="list-style-type: none"> • uncharacteristic and risk-related behaviour, e.g. 	<p>Red behaviours 9-13</p> <ul style="list-style-type: none"> • exposing genitals or masturbating in public



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<p>including swear and slang words</p> <ul style="list-style-type: none"> • having girl/boyfriends who are of the same, opposite or any gender • interest in popular culture, e.g. fashion, music, media, online games, chatting online • need for privacy • consensual kissing, hugging, holding hands with peers 	<p>sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</p> <ul style="list-style-type: none"> • verbal, physical or cyber/virtual sexual bullying involving sexual aggression • LGBT (lesbian, gay, bisexual, transgender) targeted bullying • exhibitionism, e.g. flashing or mooning • giving out contact details online • viewing pornographic material • worrying about pregnancy/STIs 	<ul style="list-style-type: none"> • distributing naked or sexually provocative images of self or others • sexually explicit talk with younger children • sexual harassment • arranging to meet with an online acquaintance in secret • genital injury to self or others • forcing other children of same age, younger or less able to take part in sexual activities • sexual activity e.g. oral sex or intercourse • presence of STI or pregnancy
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29 Youth produced sexual imagery (sexting) ⁶

- 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.
- Youth produced sexual imagery refers to both images and videos where;
 - o A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
 - o 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.
 - o A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

⁶ ‘Youth’ refers to anyone under the age of 18.



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- All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance: [‘Sexting in schools and colleges: responding to incidents and safeguarding young people’](#).
- Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.
- 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 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.
- 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.
- Immediate referral at the initial review stage should be made to Children’s Social Care/Police if;
 - The incident involves an adult;
 - There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, due to special education needs);
 - What you know about the imagery suggests the content depicts sexual acts which are unusual for the child’s development stage or are violent;
 - The imagery involves sexual acts;
 - The imagery involves anyone aged 12 or under;
 - There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headmaster, to respond to the incident without escalation to Children’s Social Care or the police.
- In applying judgement the DSL will consider if;
 - there is a significant age difference between the sender/receiver;
 - there is any coercion or encouragement beyond the sender/receiver;
 - the imagery was shared and received with the knowledge of the child in the imagery;
 - the child is more vulnerable than usual i.e. at risk;



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- o there is a significant impact on the children involved;
 - o the image is of a severe or extreme nature;
 - o the child involved understands consent;
 - o the situation is isolated or if the image been more widely distributed;
 - o there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
 - o the children have been involved in incidents relating to youth produced imagery before.
- If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children’s social care. Otherwise, the situation will be managed within the school.
 - The DSL will record all incidents of 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.

30 Safeguarding concerns and allegations against adults who work with children

Procedure:

This procedure should be used in all cases in which it is alleged a member of staff, including supply staff or volunteer in a school, or another adult who works with children has:

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

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher immediately.
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.



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- There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3
LADO
Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children’s Social Care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of ‘Keeping Children Safe in Education’ (2020) and the SSCB procedures.

31 Whistleblowing

- 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, poor or unsafe practice and potential failures in the school’s safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the [Whistleblowing Policy](#).⁷
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- Whistleblowing re the Headmaster should be made to the Chair of the Governing Body whose contact details are readily available to staff.

⁷ General guidance on whistleblowing can be found in the [Whistleblowing for Employees](#) guidance.



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32 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. Ref [Physical Restraint Policy](#)
- Such events should be recorded and signed by a witness if possible
- Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique
- 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
- 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 boundaries.⁸
- Surrey County Council guidance 'Touch and the use of restrictive Physical Intervention When Working with Children and Young People' provides further detailed information.

33 Policy Links

This policy also links to our policies on:

[Behaviour](#)

[Staff Behaviour Policy \(Code of Conduct\)](#)

[Whistleblowing](#)

[Anti-Bullying](#)

[Health & Safety](#)

[Curriculum](#)

[PSHEE](#)

[Teaching and Learning](#)

[First Aid and Medical Policy](#)

[Physical Restraint](#)

[Acceptable Use of ICT](#)

⁸ 'Guidance on Safer Working Practices is available on the DfE website



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[Risk Assessment](#)

[Safer Recruitment](#)

[Visiting Speaker Policy](#)

[Intimate Care](#)

[Prevent Duty](#)

34 Additional Safeguarding Advice

[Surrey County Council Education Safeguarding Team](#)

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/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents)
<https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>



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35 Appendix 1 - Recognising signs of child abuse

Categories and Definitions of Abuse:

- Physical Abuse
 - Physical abuse is defined as deliberately hurting a child, causing injuries such as bruises, broken bones, burns or cuts.
- Emotional Abuse (including Domestic Abuse)
 - Emotional abuse, which is sometimes called psychological abuse, is defined as the suffering of emotional maltreatment or neglect.
- Sexual Abuse (including child sexual exploitation)
 - Sexual abuse is defined as when an individual is forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, and it can happen online.
- Neglect
 - Neglect is defined as the ongoing failure to meet a child's basic needs.

NB: The above definitions are taken from the CSPCC website

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



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- 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



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- 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, although 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)



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- 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



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- 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

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



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- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods



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36 Appendix 2 - 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, educational 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. 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:
 - o Understanding that is proposed based on age, maturity, development level, functioning and experience
 - o Knowledge of society’s standards for what is being proposed
 - o Awareness of potential consequences and alternatives
 - o Assumption that agreements or disagreements will be respected equally
 - o Voluntary decision
 - o Mental competence



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- ❖ **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 to assist in identifying and responding appropriately to sexual behaviour is available from the Brook Sexual Behaviours Traffic Light Tool . Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>



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37 Appendix 3 - Child Sexual Exploitation

Staff should refer to Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' (2017) for comprehensive guidance on 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:

- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)



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- 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.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf



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38 Appendix 4 - Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

Is FGM legal?



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

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour 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 urinary tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that the school takes action **without delay** and makes a referral to Children's Services.



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39 Appendix 5 - Domestic Abuse

How does it affect children?

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

What are the signs to look out for?

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

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

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

Your Sanctuary Outreach Service Covering Woking, **Runnymede** and Surrey Heath - 01483 776822

Other areas of Surrey include:

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

North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690

South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392



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40 Appendix 6 - 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;



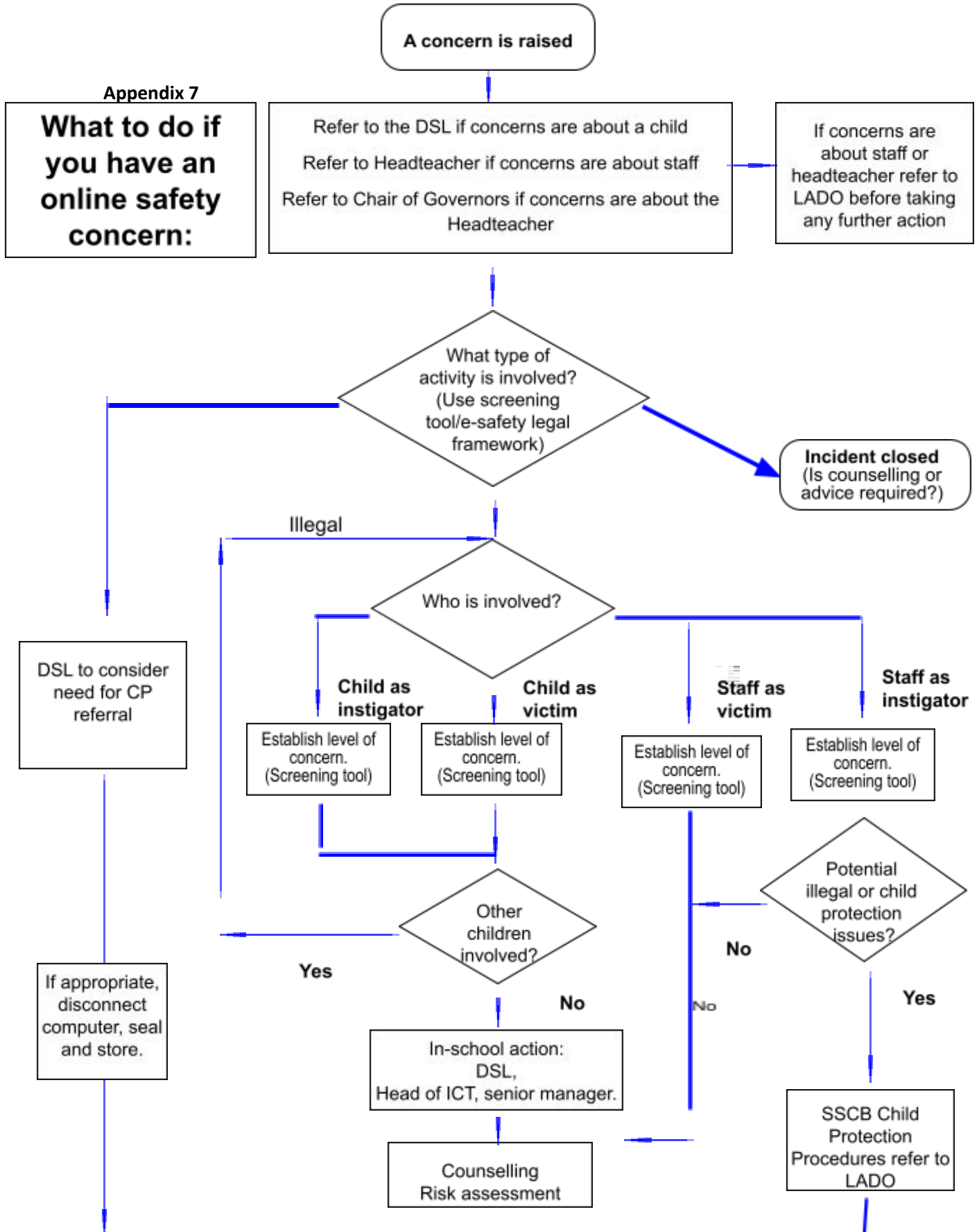
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- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with 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.

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

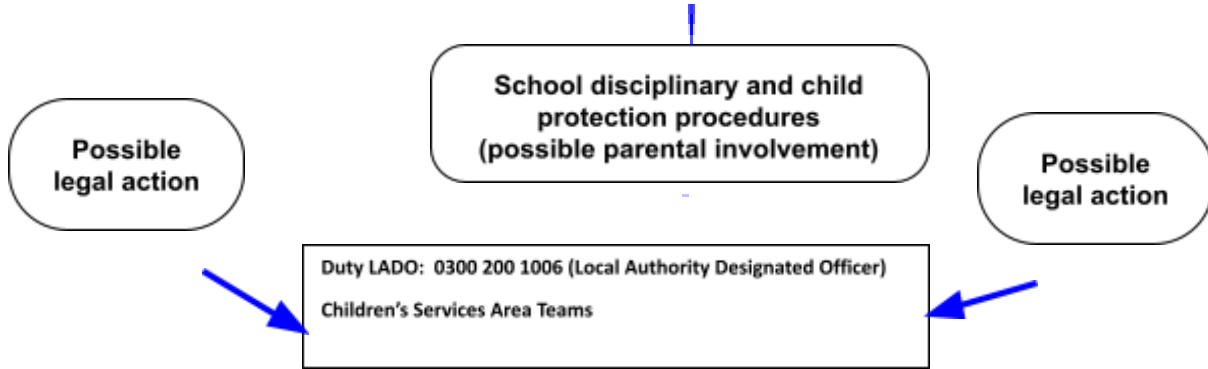


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41 Appendix 9 - Child Protection Record of Concern (Only to be used if access to MyConcern is not available)

Pupil's Details: Name Tutor Group	Does the pupil know this form has been completed? Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>Why are you concerned about this pupil?</p> <p>(Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself.)</p>	
<p>What have you observed and when? (This relates to anything you have personally witnessed)</p>	



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What have you been told and when?

(Write here anything you have been told by the pupil or another person. Be clear about who has said what)

What have you heard and when?

(This may be third-party information that is relevant but as yet unsubstantiated)



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<p>Do the pupil's parents know this form has been completed? (Parents should not be contacted by anyone in the School if this could place the pupil at risk)</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>Does the pupil have any visible injury or have they told you they have been injured?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If Yes, has medical advice been sought?</p>	
<p>Date and time of this record:</p>	<p>Signature:</p> <p>Full name:</p>
<p>Name and position of the person this record was handed to:</p> <p>Date and time the above person received this record:</p>	

This form must be returned to the DSL, with any notes attached. If you have concerns about filling the form in then ask for guidance from the DSL. You should not seek guidance from other staff.



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42 Appendix 10 – Training Pathway

Bishopsgate School has a duty to safeguard and promote the welfare of pupils under the Education Act 2011. It is our duty to create and maintain a safe learning environment for children and staff, identify where there are child welfare concerns and take action to address them and to work closely with other organisations, where appropriate. The Designated Safeguarding Lead is responsible for the continuous child protection and safeguarding training of staff at Bishopsgate.

37.1 Designated Safeguarding Lead

The designated senior person for child protection, known in Surrey as the Designated Safeguarding Lead (DSL), should undertake basic child protection training in inter-agency working that is provided by, or to standards agreed by, the SSCB. The recommended training pathway is as follows:

1. Induction - Whole School Basic Awareness child protection training.
2. Completion of Foundation Modules 1, 2 and 3
3. DCPO – New to Role initial training.
4. DCPO refresher training every 2 years.
5. Continuous Professional Development.

(Course certificates will be issued for the DSL training)

This training can be accessed via the SSCB website: www.surreycc.gov.uk

The SSCB also provides a range of other relevant training such as *Safeguarding Disabled Children or Adults who Pose a Risk to Children*, which can be accessed when required as part of Continued Professional Development. These courses can be accessed via the same website.

DCPO training is provided by Babcock 4S and can be booked on their website:

<https://www.babcock-education.co.uk/>

37.2 Whole School Training

The Headmaster and all other staff who work with children (including ancillary staff) are required to receive Safeguarding Training as part of their induction and to receive refresher training every three years as a minimum, with regular updates given as required. Temporary staff and volunteers who work with children should be made aware of the school’s arrangements for child protection and



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their responsibilities. It is the responsibility of the DSL to ensure that school staff are up to date with their training.

Bishopsgate School uses a number of options when it comes to providing basic safeguarding training for staff. The DSL regularly delivers updates and disseminates information. The school also involves outside agencies, including the Surrey CC Workforce Development Team and Surrey Safeguarding Children Board, to deliver a safeguarding programme.

Online safety is a major priority at Bishopsgate and is driven by all staff, not just the Head of ICT. All staff are required to sign a document that states they have read and understood the schools policies regarding online safety. In addition, the school will include online safety refresher training in its staff workshop schedule and in general Inset training.

37.3 Whole School Training Delivered by the DSL

The DSL provides whole school training himself. As a resource, the Workforce Development Team has developed a training package to assist in this delivery.

37.4 Governing Bodies

The Governing Body is accountable for the school’s safeguarding policies, processes and practices. Robust monitoring arrangements, including the use of the annual audit, are in place to ensure safeguarding at the school meets requirements and provides proper protection for children. All Bishopsgate Governors are aware of the Governing Body’s statutory responsibilities and the expectations of them as responsible adults in a school environment. In addition, the Governing Body ensures that at least one governor has received approved Safer Recruitment Training (which must be undertaken every 5 years) and that there is a nominated Governor (and a deputy) who will act if a child protection allegation is made against the Head Teacher.

The nominated Governors attend the SCC Safer Recruitment course for Governors. Successful completion of the training is evidenced by a certificate which is valid for five years, after which the training must be undertaken again, or, if that is not possible, the Governor will complete the e-learning course; “Dealing with Child Protection Allegations”.

All Governors, particularly those in the key roles mentioned above, have access to the DSL and are updated on Bishopsgate School’s safeguarding processes as and when required. All Governors are invited to attend any whole school training provided, as well as Governor specific training sessions.

37.5 Independent Schools





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In addition to ‘Working Together to Safeguarding Children’ Induction Training, the DSL undertakes training in inter-agency working that is provided by, or to standards set by the SSCB, and undertakes refresher training at two yearly intervals to keep their knowledge up to date.

The SSCB also provides a range of other relevant training such as Inter-Agency Safeguarding for Managers or The Impact of Domestic Violence and Abuse on Children and Young people which can be accessed, when required, as part of Continued Professional Development.

The Head Teacher, and all other staff who work with children, undertake training that equips them with the knowledge and skills necessary to carry out their responsibilities for child protection and is kept up to date by refresher training at three yearly intervals. Temporary staff and volunteers who work with children are made aware of the schools arrangements for child protection and their responsibilities.

Training is accessed via the [Surrey Safeguarding Children Board](#)

37.6 Useful Contacts:

SSCB Training: 01372 833917 sscb.training@surreycc.gov.uk

SSCB Support Team 01372 833330 sscb@surreycc.gov.uk

Surrey CC Prevent lead for education 01483 518158



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38 Appendix 11 - Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

Job Description and Person Specification

Bishopsgate School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

- Title of Post: Designated Safeguarding Lead (DSL)
- Purpose of Post: This role covers all aspects of the safeguarding of pupils in the School.
- Status of Post: This is a permanent full-time appointment.
- Hours: The DSL will be a member of the LT and work the appropriate hours that the role entails.
- Responsible to: The Headmaster

Tasks and Accountabilities of the DSL:

The role of the Designated Safeguarding Lead for Child Protection at Bishopsgate is to:

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

Tasks and Accountabilities of the DDSL:

The Deputy Designated Safeguarding Lead (DDSL) may perform all/some of the duties mentioned above as delegated by the DSL. The DDSL will have the same qualifications as the DSL and be current with regards to their knowledge and training. In addition to the DSL job description, the DDSL will:

- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.



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- In the absence of the DSL, carry out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.
- The DDSL will be a confidential sounding-board for the DSL and be aware of all safeguarding cases, providing input and opinion where needed.

Role and Responsibility of the DSL

- The DSL is a member of the Senior Leadership Team
- The DSL has responsibility for keeping the Head Teacher informed on all Child Protection and safeguarding issues including the welfare of pupils and especially those who are subject to a Child Protection Plan [Section 47 of the Children Act 1989] and police investigation.
- The DSL has responsibility to report termly to the Education Committee on all matters of Child Protection and to meet with the governor responsible for Child Protection on a weekly basis where possible.
- The DSL is responsible for managing and publishing the SIMS Tracking System report and for co-chairing the termly SIMS Tracking meeting.
- The DSL manages MyConcern, Bishopsgate’s online safeguard tracking system.
- The DSL meets weekly with either Heads of Year or Heads of Department to discuss matters of concern.
- The DSL liaises with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- The DSL acts as a source of support, advice and expertise for staff.

Managing Referrals

The DSL will refer all cases of suspected abuse to the Local Authority Children’s Social Care and:

- The Local Authority Designated Officer [LADO] for Child Protection concerns involving a member of staff
- The Disclosure & Barring Service [DBS] where a member of staff is dismissed or has left the school due to risk/harm to a child; and/or
- The Police in cases where a crime may have been committed.
- Liaise with the Head Teacher to inform him of issues, especially on-going enquiries under Section 47 of the Children Act 1989 and police investigations.



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Training

- The DSL and the DDSLs will undergo appropriate training at least every 2 years.
- The DSL will undertake Prevent awareness training

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

- Ensure that all members of staff including part time staff receive training at least every 3 years. All new members of staff will receive training as part of the Staff Training Day programme on their first day at the school. A record will be kept indicating the date of the most recent training;
- 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 Surrey CC conducts a Child Protection case conference and a Child Protection review conference. The DSL will ensure that he is available to attend and contribute to these meetings when required to do so. The DSL will also prepare a written report on a child as part of this process when required to do so;
- Ensure that every member of staff including part time staff has access to the School’s Child Protection Safeguarding Policy and any relevant training documentation;
- Be alert to the specific needs of ‘Children in Need’ as well as those with special education needs and young carers;
- Are able to keep detailed, accurate and secure written records of all concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and take into account their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

The Designated Safeguarding Lead should raise awareness by:





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- Ensuring the school’s child protection policies are known, understood and used appropriately;
- Ensuring the school’s child protection safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- Ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Linking with SSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;

Where children leave the school the DSL will ensure their child protection file is transferred to the new school as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

During term time the Designated Safeguarding Lead (or deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances, availability via phone or Skype or other such media may be acceptable.

The Designated Safeguarding Lead should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

43 Appendix 12 – COVID 19 Additional Safeguarding Support

The following outlines additional support that can be accessed through the Surrey Early Intervention Services team:

Your area Emotional Wellbeing School Nurse through your School Nursing Team

0 – 19 Advice Line: Tel: 01883 340 922 - Mon -Fri 8-5pm

Chat Health: Text: 07507 329 951 – Mon - Fri expt. Bank Holidays 9am – 5pm

The CAMHS SPA: Tel: 0300 222 5755 – Open Mon – Fri 8am – 8pm & Sat 9am -12pm

The Surrey County Council C SPA Consultation Line: Tel: 0300 470 9100 – Open Mon – Fri 9am – 5pm

In order to ensure the appropriate safety of the children, young people and their families we will be able to offer the following services currently, subject to constant reviews based on the



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Government’s recommendations. Please refer to the CYPs & CFHS website for all up to date information as this may be subject to change.

<https://www.sabp.nhs.uk/aboutus/coronavirus>

<https://childrenshealthsurrey.nhs.uk/news/covid-19-coronavirus-guidance>

The Early Intervention Services Offer:

Consultations for schools and professionals regarding young people presenting with an emerging to mild emotional wellbeing and mental health presentation signposting schools, professionals, young people & parents to alternative services for support. Sharing with & developing resources for schools, professionals & parents. Providing telephone support to children, young people, parents & careers with emerging to mild emotional wellbeing and mental health presentation. Providing telephone support to children, young people, parents & carers on all aspects of child health, development & parenting. Guided self-help for young people and parents via telephone or video call. Workshops & Training online

Department for Education coronavirus helpline

The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children’s social care. Staff, parents and young people can contact this helpline as follows:

Phone: 0800 046 8687

Opening hours:

8am to 6pm – Monday to Friday

10am to 4pm – Saturday and Sunday