



LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

# Child Protection and Safeguarding Policy

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*

<b>Governor's Committee Responsibility:</b>	<b>Full Governing Body</b>
<b>Safeguarding Governor:</b>	<b>Maria Coyle</b>
<b>Designated Safeguarding Lead:</b>	<b>Natasha White</b>
<b>Date Approved:</b>	<b>September 2022</b>
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<b>Next Review Date:</b>	<b>September 2023</b>

## **Limpsfield Grange Safeguarding Statement** **“Safeguarding is Everyone’s Responsibility”**

Limpsfield Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

This means that we have a Safeguarding Policy and procedures in place which is available on our website. The purpose of this policy is to provide staff, Governors, visitors and volunteers with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

*All Governors, visitors and staff (including supply staff and volunteers) must ensure that they are aware of these procedures. Parents, carers, visitors, and students are welcome to read the Safeguarding policy which is available on our website.*

 <p><b><u>Designated Safeguarding Lead (DSL) and Prevent Lead</u></b> <b>Natasha White</b> <b>(Head of Residential Provision)</b> <a href="mailto:miss.white@limpsfield-grange.surrey.sch.uk">miss.white@limpsfield-grange.surrey.sch.uk</a> 01883 713928 ext 121</p>	
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If you are concerned about a young person’s welfare, please write clear notes and ensure that they are received by the DSL or Deputy DSL on the same day. You can also email any concern you might have to Emma Phillips. Do not conduct your own investigation.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a student’s welfare. We will ensure that a concern about a student is discussed (if appropriate) with them and their parents/carers first unless we have reason to believe that such a move would be contrary to their welfare.

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that they are a danger to children), then you should report this in confidence to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher) who will take appropriate action. The Chair of Governors’ contact details can be found in the staff room on the Safeguarding noticeboard.

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## **The Limpsfield Grange Values:**

At Limpsfield Grange we believe in working together to make a difference.

We are a tolerant community; we accept value and understand others.

We care for all members of our community without judgement.

We are responsible for our own learning, behaviour and actions.

We accept that sometimes things go wrong. We work together to take responsibility for our mistakes and for putting things right.

We are a respectful community and we treat others as we would like to be treated, even if they have different views and opinions to our own.

We understand that good behaviour helps us to prepare for life beyond Limpsfield Grange.

We are positive and resilient. We celebrate difference in everything that we do.

We are all proud to be part of the Limpsfield Grange community.

*July 2021*

## **Limpsfield Grange School Child Protection and Safeguarding Policy 2022**

### **Background and rationale**

At Limpsfield Grange School we understand that abuse and mistreatment of students could happen anywhere, including at our school.

All members of the Limpsfield Grange community recognise and take very seriously our moral and statutory responsibility to safeguard and promote the welfare of all of our students.

At Limpsfield Grange we make every effort to provide an environment in which students and adults feel safe, secure, valued and respected. We provide an environment where students and staff are confident to talk if they are worried, and believe they will be effectively listened to.

The purpose of the Limpsfield Grange School Child Protection and Safeguarding policy is to provide staff, volunteers, visitors and Governors with the framework they need in order to keep students safe and secure in our school. This policy and its framework applies to any adults, organisations or external educational or activity providers with whom the school works, with where students attend during the school day or evening. External providers who work with Limpsfield Grange students are expected to read and follow this policy.

The Limpsfield Grange School Child Protection and Safeguarding policy also informs parents and carers about how we will safeguard their child whilst they are in our care.

The Limpsfield Grange School Child Protection and Safeguarding 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 statutory guidance: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance '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 policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2022, and Surrey Safeguarding Children's Safeguarding Partnership (SSCP) Procedures.

The Limpsfield Grange School Governing Body takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our school to identify, assess, and support those children who are suffering harm or who are at risk of suffering harm.

At Limpsfield Grange School we comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in August 2018.

## **Aims of the policy**

The Limpsfield Grange School Child Protection and Safeguarding policy aims to:

- Provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the setting and ensure that safeguarding follows a whole setting approach.
- Demonstrate the school's commitment with regard to safeguarding and child protection to students; parents and carers; Governors; visitors, contactors, volunteers in the school, and all community partners who lease the school's facilities
- Raise the awareness of all staff regarding their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- Provide robust school systems and procedures that are followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with children, parents and carers and other agencies, in particular Early Help providers, the Police, Health and Children's Social Care Services.
- Ensure that all staff working within our school who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE guidance), and a single central record is kept for audit.

## **Scope**

This policy applies to all members of staff, Governors, visitors, contactors, volunteers in the school, and all community partners who lease the school's facilities.

## **Terminology**

Safeguarding and promoting the welfare of students is defined as:

- Protecting students from maltreatment
- Preventing impairment of student's health or development
- Ensuring that students grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all students to have the best outcomes
- Preventing impairment of student'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 students who are suffering, or are likely to suffer, significant harm.

Early Help means the providing of support as soon to children and families as additional needs are identified.

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 includes everyone under the age of 18. This term applies to students at Limpsfield Grange School; however the policy will extend to visiting children and students from other establishments.

Parents: as outlined in Section 576 of the Education Act 1996 a 'parent' in relation to a child includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. For the purposes of education law, a 'parent' includes all biological parents, whether they are married or not; any person who, although not a biological parent has parental responsibility for a child or young person (adoptive parent, a step-parent, guardian or other relative) and any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

Parental responsibility as described in family law, means all the rights, duties, powers, responsibilities and authority that a parent has in relation to the child. A person with parental responsibility can make decisions about the child's upbringing and is entitled to information about their child. For example, they can give consent to the child's medical treatment and make decisions about the child's education.

The definition under Family Law for who has Parental Responsibility is:

- A mother automatically has parental responsibility for her child from birth.
- A father usually has parental responsibility if he's either:
  - married to the child's mother
  - listed on the birth certificate (after a certain date, depending on which part of the UK the child was born in)

This can be changed by a Court Order, if a child is adopted for example.

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.

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

### **Policy principles and values**

At Limpsfield Grange we believe that the welfare of our students is our paramount duty.

We maintain a zero tolerance approach to sexual violence and sexual harassment, and will take fast and effective action when incidence of sexual harassment and sexual violence are reported.

We believe that our students have a right to feel safe, secure and heard in school, and that they cannot learn effectively unless they do so. We believe that all students have a right to be protected from harm and abuse.

All staff at Limpsfield Grange 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 student 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 students and reduces risk and we will engage in partnership working to protect and safeguard children.

Whilst Limpsfield Grange will work openly with parents as far as possible, it reserves the right to contact Children's Social Care Services or the police, without notifying parents if this is believed to be in a student's best interests.

We will always act in the best interests of the student and ensure that our decisions relating to safeguarding take a child-centred and coordinated approach.

### **Equalities statement**

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include the elimination of discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.

Limpsfield Grange School also adheres to the principals of and promotes anti-oppressive practice outlined in the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

### **Supporting children**

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

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth. 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.

At Limpsfield Grange School we support all children. We promote a caring, safe and positive environment for all students. We encourage our students to develop and maintain positive self-esteem and self-assertiveness, through the curriculum and through positive relationships throughout our school community.

Limpsfield Grange School promotes a safe and robust safeguarding culture based on shared values. At Limpsfield Grange all students are treated with respect and dignity, are taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

We ensure students are taught to understand and manage risk through our Wellbeing, Achievement, Communication and Independence (WACI) curriculum which includes Relationship and Sex Education, through our Staying Safe Program in Residential Provision, and through all aspects of school life. This includes online safety which is delivered through



our ICT and WACI curricular. We offer details of helplines, counselling or other avenues of external support when necessary.

We liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children. We notify Children's Social Care Services immediately if there is a concern.

At Limpsfield Grange we provide continuing support to students who have left the school about whom there have been concerns, by ensuring that information is shared confidentially with the student's new setting and records are forwarded as a matter of priority and within statutory timescales.

Limpsfield Grange is a maintained Residential Special School for girls with interaction and communication needs. The majority of our students are autistic. We recognise that as a Residential Special School we have additional safeguarding factors to consider.

Students in our Residential Provision access shared bedrooms. We review and risk assess bedroom sharing arrangements at least termly (more frequently if necessary) to ensure that all students who access the Residential Provision are robustly safeguarded.

At Limpsfield Grange we are very clear with students, not only in the Residential Provision but across the school, that romantic or sexual relationships between students are not permitted. We work with all students, both in the Residential Provision through the Staying Safe programme, and through our WACI curriculum in school to ensure that students understand what child on child abuse is; what sexual harassment is; how to stay safe with other students and what to do if they experience child on child abuse, sexual harassment or unsafe behaviour from other students either in school or the Residential Provision, or within the wider community.

Students who access the Limpsfield Grange School Residential Provision are further safeguarded from risks online through our processes relating to the use of mobile phones. Students who access the Residential Provision only access their mobile phones for limited amounts of time each day. Students can only use their phones in public areas (such as corridors or sitting rooms) under adult supervision. If staff suspect that students are accessing inappropriate material, either downloaded prior to their arrival at school or via 4G or 5G networks which bypass the school's filtering system, students' phone will be confiscated and searched, and action taken accordingly.

Safeguarding information for students, including contact details of the DSL, Deputy DSLs and Residential Independent Visitor are shared with students via the student safeguarding statement. This is displayed throughout the school and the Residential Provision; and is available in student planners and Residential care plan diaries. Additional details of where to go for help and advice, contact details for the Children's Commissioner and NSPCC are available in student's planners, in Residential care plan diaries and on the student information boards displayed both in school and Residential Provision.

## Prevention and protection

We recognise that the school plays a significant part in the prevention of harm to students by providing them with good lines of communication with trusted adults, supportive friends and a safe and supportive environment.

### Limpsfield Grange School will:

- Establish and maintain an ethos where students feel safe and secure, are encouraged to talk and are always listened to.
- Include regular consultation with children about their safety and wellbeing.
- Ensure that all children know there is and can access an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including through our WACI curriculum and Staying Safe Program in our Residential Provision, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Provide preventative education by creating a culture of zero tolerance for sexism; misogyny; misandry; homophobia; biphobia and sexual violence and sexual harassment.
- Ensure all staff are aware of and have signed Acceptable Use of Technology Code of Conduct, contained within the Staff Behaviour policy, regarding their use of mobile technology, and have been made aware of safeguarding risks around the use of mobile technologies.
- Limpsfield Grange will also continue to share information about online safety with the parent population through newsletters, emails to parents and parent information sessions.

## Safe school, safe staff

Limpsfield Grange School will ensure that:

- The school operates a safer recruitment procedure in line with KCSIE 2022 and that includes statutory checks on staff suitability to work with children and disqualification by association regulations. The Limpsfield Grange Recruitment and Selection policy (2021) details the safeguarding measures put in place through the recruitment process.
- All staff receive information about the school's safeguarding arrangements, the school's Safeguarding Statement; Staff Behaviour policy (Code of Conduct including The Acceptable Use of Technology); Child Protection and Safeguarding Policy; the role and names of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads; and [Keeping Children Safe in Education part 1 and annex B](#). All staff will sign to say they have read and understood the policies and guidance. This applies to the Governing Body in relation to part 2 of the same guidance.
- All staff and Governors receive safeguarding and child protection training as part of their induction in line with advice from [Surrey Safeguarding Children's Partnership](#) which is regularly updated, and receive safeguarding and child protection updates, as required, but at least annually, to continue to provide them with relevant skills and knowledge to safeguard students effectively.

- All members of staff are trained in, and receive regular updates, regarding online safety and reporting concerns. The schools comprehensive Online Safety policy sets out the schools commitment to Online Safety.
- All members of staff, visitors and Governors maintain a zero-tolerance approach to sexual violence and sexual harassment.
- The Child Protection and Safeguarding policy is made available via the school website so that parents, carers, family members and members of the wider community can access this policy.
- All parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding policy.
- The Limpsfield Grange School Lettings policy will seek to ensure the suitability of adults working with children on school sites at any time. All external activity and educational providers (both onsite and offsite) will receive a safeguarding induction, be required to provide the school with their DBS checks and will follow and adhere to the guidance and framework in this policy.
- Community users organising activities for children are aware of the Limpsfield Grange School Child Protection and Safeguarding policy, guidelines and procedures. The school grounds and site form part of the schools safeguarding arrangements as detailed in the Limpsfield Grange School Health and Safety policy. In the event of an external or internal incident staff may refer to the schools “Guidance on securing the school site during in response to an external or internal incident.”
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are clearly advertised in the school with a statement explaining the school’s role in referring and monitoring cases of suspected harm and abuse.

### **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 students can learn.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Understand that safeguarding is everyone’s responsibility.
- Maintain a zero-tolerance approach to sexual violence and sexual harassment.
- Read and understand Part 1 and Annex B of statutory guidance KCSIE (2022).
- Establish and maintain an environment where students 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.
- Have read and will be fully aware of the role of the DSLs, the Limpsfield Grange School Child Protection and Safeguarding policy, Behaviour policy and Staff Behaviour policy and procedures relating to the safeguarding response for children who go missing from education.
- Know who the DSL, Deputy DSLs the Chair of Governors and the Governor responsible for safeguarding are and how to contact them.

- Attend training in order to be aware of and alert to the signs of abuse and take action to keep all students safe.
- Exercise professional curiosity when identifying potential signs of abuse.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Know how to respond to a student 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 Deputy Headteacher and DSL immediately that day. If the Deputy Headteacher or DSL is not contactable immediately a Deputy DSL must be informed.
- Be aware that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff are concerned about a child's mental health this should be reported as a safeguarding concern to one of the DSL's as soon as possible for immediate action to be taken. Staff follow our Child Protection policy and procedure by emailing or speaking to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads. The DSL team ensure that only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe students day-to-day and identify those whose presentation suggests that they may be experiencing difficulties with their mental health and wellbeing.
- Be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the police if appropriate.
- Follow the allegations procedures, as set out in this policy and KCSIE 2022, if a disclosure is made relating to an allegation against a member of staff, Governor, visitor, volunteer, contractor or community user.
- Report low level concerns (as defined in KCSIE 2022) about any member of staff Governor, visitor, volunteer, contractor or community user to the DSL (or Deputy DSLs.) Where a low-level concern is raised about the DSL it will be shared with the Headteacher, in line with Surrey LADO guidance.
- Follow the procedures set out by the Surrey Safeguarding Children Partnership (SSCP) and take account of guidance issued by the Department for Education.
- Provide support for students 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".
- Identify students who may benefit from Early Help, liaising with the DSL in the first instance.
- Be mindful that the Teacher Standards state 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.

Further details of the roles and responsibilities of the DSL/Deputy DSLs, Headteacher and Governors can be found in Appendix 1.

### **Confidentiality, sharing and withholding information**

All matters relating to safeguarding and child protection will be treated as confidential and only shared as per the [‘Information Sharing Advice for Practitioners’ \(DfE 2018\) guidance](#).

The school will refer to the guidance in the in the data protection: toolkit for schools - <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools> guidance which supports 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 students 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 will always undertake to gain parent or carer consent to refer a child to Children’s Social Care Services unless to do so could put the students at greater risk of harm or impede a criminal investigation.

### **Child protection procedures and reporting and responding to safeguarding concerns**

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

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

All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words.

### **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:**

- Make an initial written record of the information related to the concern immediately, sign and date.
- Report it to the DSL immediately or one of the Deputy DSLs if the DSL is unavailable. All concerns should be shared by email within an hour to Emma Phillips, the Deputy Headteacher and Deputy DSL. The handwritten notes must then be scanned and then emailed to Emma Phillips, with originals given to her.

- The DSL or one of the Deputy DSLs will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL or a Deputy DSL is not immediately available.
- Make an accurate record via email (which may be used in any subsequent court proceedings) on the same day, of all that has happened, including details of:
  - Date
  - Time
  - Place
  - Who was present
  - Context
  - Details of observation/concern/disclosure
  - Details of any discussions in which they were involved (using the child's words)
  - Any injuries, including completing a skin map to show the location of an injury
  - Explanations given by the child / adult
  - Demeanour/non-verbal behaviours of the child
  - Rationale for decision making and action taken
- The records must be signed and dated by the author, and the time that the handwritten notes were made noted.
- In the absence of the DSL or the Deputy DSLs being onsite, staff must contact the On Call DSL/Deputy DSL to refer directly to Children's Single Point of Access (C- SPA) (and the police if appropriate) if there is the potential for immediate significant harm.
- If staff believe that the concern has not been acted upon appropriately, they should inform the Headteacher or Safeguarding Governor.

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

[Using the SSCP 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 C-SPA and the police if it is appropriate.

The school should try to discuss any concerns about a student's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The student's views should also be taken into account.

If there are grounds to suspect a student is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA by sending a [Children's Services Request for Support Form](#) by email to: [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk) .

Urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).

If a student is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify Children's Single Point of Access (C-SPA) of the occurrence and what action has been taken.

If the DSL feels unsure about whether a referral is necessary they can phone the C-SPA to discuss concerns.

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

Where there are doubts or reservations about involving the student's family, the DSL should clarify with the C-SPA 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.

When a student is in need of urgent medical attention and there is a suspicion of abuse, the DSL or their Deputy should take the student to A&E at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. **The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the member of staff to report directly to the police. The DSL should also be made aware.**

For information about the following areas please see Appendix 3:

The types of abuse:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Child Sexual Exploitation
- Child Criminal Exploitation (CCE or County Lines)
- Domestic Abuse
- Forced Marriage
- Breast Flattening
- One Chance Rule
- Modern Slavery and Human Trafficking
- Female Genital Mutilation
- Honour Based Abuse
- Self-Harm
- Child on child
- Prevent Extremism
- Online Safety
- Youth produced Sexual Imagery (Sexting)
- Contextual Safeguarding
- Private Fostering Arrangements
- Children Looked After

**Safeguarding concerns and allegations against adults who work with children procedure including supply teachers, volunteers and contractors**

**Referral to the Local Authority Designated Officer (LADO)**

[Surrey's LADO procedure](#) will be followed in all cases in which it is alleged a member of staff contractor or volunteer in a school, or another adult who works with students has:

- behaved in a way that has harmed a child, or may have harmed a student; and/or
- possibly committed a criminal offence against or related to a student; and/or
- behaved towards a student or students in a way that indicates they would pose a risk of harm to children and/or
- 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 Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- 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](mailto:LADO@surreycc.gov.uk) immediately and before taking any action or investigation, and follow their advice.

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 'Keeping Children Safe in Education' 2022 and the Surrey Safeguarding Children Partnership procedures.

## **Low-level concerns**

### **Definition of low-level concerns**

The term low-level concern is any concern no matter how small that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the Limpsfield Grange School Staff Behaviour policy, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

### **Sharing low-level concerns**

At Limpsfield Grange School we recognize the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

At Limpsfield Grange School we will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system



### **Responding to low-level concerns**

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Headteacher will use the information collected to categorize the type of behaviour and determine any further action, in line with the Limpsfield Grange School Staff Behaviour policy.

The Headteacher will be the ultimate decision maker in respect of all low-level concerns.

### **Record keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely on a member of staff's personnel file and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the Headteacher will decide on a course of action, either through the Limpsfield Grange School disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the threshold for harm, the Headteacher will refer it to the LADO.
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a contractor, the Headteacher will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### **References**

The Headteacher will not include low-level concerns in an employment reference unless:

- The concern (or group of concerns) has met the threshold for referral to the LADO and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

### **Children Missing Education**

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 can be a vital warning sign of a range of safeguarding possibilities. Children missing education are also 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 Limpsfield Grange School will hold more than one emergency contact number for each student.

Limpsfield Grange School will ensure that there is a record of joiners and leavers as defined in [The Education \(Pupil Registration\) \(England\) 2006 \(amended 2016\)](#). As all students in the school have an EHCP, a student can only be removed from the school's roll once the students placing Local Authority instructs Limpsfield Grange School in writing to remove a child from roll when a new placement and start date has been agreed.

Limpsfield Grange will:

- Enter students on the admissions register on the first day on which the school has agreed, or has been notified, that the student will attend the school.
- Monitor each student's attendance through their daily register
- Remove a student's name from the admissions register on the date that the child leaves the school at the end of Year 11.
- All students at Limpsfield Grange have an EHCP. We will only remove students from the school roll upon receipt of written instruction from the student's placing Local Authority notifying us of a change of placement.

### **Pupils Missing Out of Education**

The vast majority of students 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 students accessing alternative provision or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these students as PMOOE because they are not accessing their education in school in the 'usual way'.

Students accessing alternative provision and/or a reduced or modified timetable on a temporary or short term basis remain Limpsfield Grange Schools' responsibility and their attendance is checked daily.

Limpsfield Grange will ensure that parents and the Local Authority are given clear information about alternative provision placements and reduced or modified timetables and how they will be reviewed.

Limpsfield Grange will monitor and track students attending alternative provision to ensure that the provision meets the needs of the child. Limpsfield Grange School continues to share responsibility for the safeguarding of a student attending alternative provision.

Limpsfield Grange will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Limpsfield Grange School will comply with regular data returns requested by the Local Authority, regarding all students, of statutory school age, attending alternative provision and/or on a reduced or modified timetable through the termly PMOOE return.

The Headteacher will report to Governors information regarding the use and effectiveness of the use of alternative provision and modified timetables.

Additional policies and procedures are in place regarding attendance and behaviour at Limpsfield Grange School.

Limpsfield Grange School recognises that absence and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. The Headteacher and will regularly liaise with members of staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect students from harm.

Limpsfield Grange School will work in partnership with Surrey Police and other partners in reporting students that go missing from the school site during the day, evening or overnight.

Staff will be alert to signs of students at risk of travelling to conflict zones, Female Genital Mutilation and forced marriage.

### **Whistleblowing**

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

All staff, including contractors and volunteers, 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 of Limpsfield Grange School they should:

- Speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing policy
- Staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their Freephone helpline number 0800 069 8180 and through the [Navex Global web pages](#)

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by the school. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details are displayed on the safeguarding noticeboard in the staffroom.

## Guidance and documents referred to in this policy

- [Local Guidance from the Local Safeguarding Partnership: Surrey Safeguarding Children Partnership \(SSCP\)](#)
- [Working Together to Safeguard Children 2018](#)
- [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)
- [Disqualification under the Childcare Act 2006 \(updated 2019\)](#)
- [FGM Act 2003 Mandatory Reporting Guidance 2020](#)
- ['What to do if you are worried a child is being abused' 2015](#)
- [Teacher Standards](#)
- [Information Sharing Advice for Practitioners' guidance](#)
- [The Equality Act 2010](#)
- [Flowchart+Sexual+Violence+and+Sexual+Harassment+2022.pdf \(amazonaws.com\)](#)
- [National Minimum Standards for residential special schools](#)
- SCC Safeguarding Children Missing Education (CME) and Educated Other Than at School (EOTaS)
- SCC Touch and the use of physical intervention when working with children and young people

## Monitoring and Evaluation

The Curriculum, Community and Student Welfare Governor sub-committee have responsibility for reviewing and monitoring this policy. This policy will be monitored for effectiveness through lesson drop ins and observations of unstructured time, regular visits from the Chair of Governors; Safeguarding Governor and the Residential Governor, through the Student Advocate's visits; in addition to through the Headteacher's termly report to Governors, through staff meeting Safeguarding Hot Topics sessions, and weekly SLT meetings.

## Related policies and documents

- Student Attendance Policy
- Behaviour Policy
- Complaints Policy and Procedures
- Complaints Guidance for Students
- Equalities Policy
- Guidance for the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens (previously known as the Anti Bullying Policy)
- Health and Safety Policy
- Lettings Policy
- Lone Working Procedures
- Missing Student Policy and Procedure
- Online Safety Policy
- Prevent Risk Assessment
- Recruitment and Retention Policy
- Relationships and Sex Education Policy
- Speaking Out and Whistle-Blowing Policy
- Staff Behaviour Policy and Acceptable use of Technology Code of Conduct
- Student Health and Medication Administration Policy
- Surrey Safeguarding Children Partnership (SSCP) Child Protection Procedures

**Further advice on safeguarding and child protection is available from:**

[Surrey County Council Education Safeguarding Team](#)

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

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

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

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

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

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/>

**Review**

The Governing Body of Limpsfield Grange School adopted this policy on:

It will be reviewed on:

Signed

Dated

## Appendix 1

### Roles and Responsibilities

#### The Headteacher

In addition to the role and responsibilities of all staff outlined in the Limpsfield Grange School Child Protection and Safeguarding policy 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.
- That Limpsfield Grange School has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- That the staff at Limpsfield Grange School have appropriate knowledge of part 5 'Keeping Children Safe in Education' guidance.
- That all students are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. And that comprehensive records of all allegations are kept.
- All staff are aware of the role of the Designated Safeguarding Lead (DSL), including the identity of the DSL and Deputy Designated Safeguarding Leads.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL and Deputy DSLs 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/unforeseen temporary school closures.
- Where there is a safeguarding concern that the student'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 and guidance regarding low-level concerns.
- That students 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 Department for Education (DfE), Children’s Safeguarding Partnership (SSCP) and Surrey County Council (SCC).
- Ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.
- Record low-level concerns in cases which concern a member of staff, contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

### **The Designated Safeguarding Lead:**

In addition to the role and responsibilities of all staff outlined in the Limpsfield Grange School Child Protection and Safeguarding policy and in KCSIE 2022 Annex C the DSL:

- Holds the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated.
- Will have an “it could happen here” approach to safeguarding
- Will liaise with the Local Authority and work in partnership with other agencies in line with Working Together to Safeguard Children.
- Will manage and submit a referral 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. Referrals should be made safe and securely by email to [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk) using the [Request for Support Form](#) urgent referrals should be made by telephone 0300 470 9100.
- Will refer cases to the Channel programme where there is a radicalisation concern via the C-SPA and act as a point of contact and support for staff to discuss concerns.
- Report concerns that a child 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](mailto:preventreferrals@surrey.pnn.police.uk) . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 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).
- Will refer cases where a crime may have been committed to the Police as required. NPCC- [When to call the police](#) should help DSLs understand when they should consider calling the Police and what to expect when they do.
- Liaise with the “case manager” and Local Authority Designated Officer (LADO) for child protection concerns in cases which concern a member of staff/supply staff/contractor 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 2022 guidance on ‘Child on Child Abuse’ when a concern is raised that there is an allegation of a child abusing another child within the school.

- Follow KCSIE and DfE guidance on sexual violence and sexual harassment found in KCSIE Part Five and be confident as to what local specialist support is available to support all students involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.  
[Flowchart+Sexual+Violence+and+Sexual+Harassment+2022.pdf \(amazonaws.com\)](#)
- When there has been a report of sexual violence, make an immediate risk and needs assessment. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.
- Will 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.
- Will encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Will 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.
- Will have a secure working knowledge of Surrey Safeguarding Children Partnership protection and safeguarding procedures and understand the assessment process for providing early help and statutory intervention, including the Local Authority levels of need criteria and referral arrangements.
- Will 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.
- Will understand and support the school's delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Will liaise with school staff across our education, residential, support and site teams on matters of safety and safeguarding and consult the Surrey Safeguarding Children Partnership Levels of Need document to inform decision making and liaison with relevant agencies.
- Will be alert to the specific needs of children in need, those with SEND and young carers.
- Will 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.
- Will 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 the rationale for decisions made and action taken.
- Will ensure that an indication of the existence of the additional child protection file is marked on the student school file record.
- Will ensure that when a student transfer's school, their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately



from the main student file and ensuring secure transit) and that confirmation of receipt is received.

- Will ensure that where a student transfers to a new 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.
- Will ensure that all such records are kept confidential and, stored securely and are separate from their student record, until the child's 25<sup>th</sup> birthday.
- Will 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.
- Will report to the Headteacher any significant issues for example, use of the Surrey's FaST Resolution Process enquiries under section 47 of the Children Act 1989 and Police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- Will ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Will ensure that all staff sign to say they have read, understood and agree to work within the Limpsfield Grange's Child Protection and Safeguarding policy, Staff Behaviour policy and Keeping Children Safe in Education (KCSIE) Part 1 and Annex B (1.9.2022) and ensure that the policies are used effectively.
- Will 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 Headteacher and Governors, the Child Protection and Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection and Safeguarding 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 three safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- Will 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.
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, 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 2022.

### **The Deputy Designated Safeguarding Leads:**

In addition to the role and responsibilities of all staff outlined in the school's Child Protection and Safeguarding policy the Deputy DSLs will:

- Notify social care of and child who is on a Child Protection plan or Child in Need plan who has unexplained absence.
- 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, 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 one of the Limpsfield Grange DSL deputies will assume all of the functions above.

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

- There is a whole school approach to safeguarding, involving everyone in the setting and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- The Governing Body ensures that all members receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the setting are effective and support the delivery of a robust whole setting approach to safeguarding. Governors safeguarding training is regularly updated at termly full Governing Body meetings.
- Limpsfield Grange has effective safeguarding policies and procedures including a Child Protection and Safeguarding policy, a Staff Behaviour policy, a Behaviour policy and a response to children who go missing from education.
- Policies are consistent with Surrey Safeguarding Children Partnership (SSCP) and statutory requirements; are reviewed annually and that the Child Protection and Safeguarding policy is available on the school website.
- The Surrey Safeguarding Children Partnership is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- 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.
- At least one member of the Governing Body has completed safer recruitment training to be repeated every five years.
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education September 2022 part 1 and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- All staff including temporary staff, volunteers are and contractors provided with the school's Child Protection and Safeguarding policy and Staff Behaviour policy.
- That Limpsfield Grange 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.

- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or low-level concerns as defined in KCSIE 2022.
- A nominated Governor for safeguarding is identified and in place.
- A member of the Senior Leadership Team has been appointed by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- On appointment, the DSL and deputy DSLs undertake interagency training (SSCP Modules 1 and 2) and also undertake DSL 'New to Role'. Governors will also ensure that the DSL and deputy DSLs undertake update training every two years and attend regular Surrey Safeguarding update meetings.
- Ensure 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 delivered through the WACI curriculum and lessons and Relationships and Sex Education (RSE). That safeguarding is integrated, aligned and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning.
- The school will comply with DfE and Surrey County Council [Children Missing Education](#) requirements.
- The school will comply with regular data returns requested by the Local Authority, regarding all students, of statutory school age, attending alternative provision and/or on a reduced or modified timetable
- Enhanced DBS checks (without barred list checks, unless the Governor is also a volunteer at the school) are in place for all Governors.
- Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2022 Annex C.
- That any weaknesses in safeguarding are remedied immediately.
- The Governors and school will ensure application filters and monitoring systems are in place to safeguard children online.
- The Limpsfield Grange 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.
- Ensure Section 128 checks are undertaken as defined in KCSIE 2022.
- Ensure where the school hires or rents out any facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.
- Any weaknesses in safeguarding are remedied immediately.

## Appendix 2

### Definitions and Indicators of Abuse

The table below outlines the main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2018. (Full definitions can be found in this document). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the [Surrey Safeguarding Children Partnership Levels of Need Threshold Document](#).

Type Of Abuse	Possible Indicators
<p><b>Neglect</b></p> <p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>• provide adequate food, clothing and shelter (including exclusion from home or abandonment);</li> <li>• protect a child from physical and emotional harm or danger;</li> <li>• ensure adequate supervision (including the use of inadequate care-givers); or</li> <li>• ensure access to appropriate medical care or treatment.</li> </ul> <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs</p>	<p>Signs that may indicate a child is living in a neglectful situation:</p> <ul style="list-style-type: none"> <li>• excessive hunger</li> <li>• poor personal hygiene</li> <li>• frequent tiredness</li> <li>• inadequate clothing</li> <li>• frequent lateness or non-attendance at school</li> <li>• untreated medical problems</li> <li>• poor relationships with peers</li> <li>• compulsive stealing and scavenging</li> <li>• rocking, hair twisting and thumb sucking</li> <li>• running away</li> <li>• loss of weight or being constantly underweight (the same applies to weight gain, or being excessively overweight)</li> <li>• low self esteem</li> <li>• poor dental hygiene</li> </ul>
<p><b>Physical Abuse</b></p> <p>May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.</p>	<p>Signs that may indicate physical abuse:</p> <ul style="list-style-type: none"> <li>• conflicting or unrealistic explanations of causer</li> <li>• repeated injuries</li> <li>• delay in reporting or seeking medical advice.</li> <li>• the explanation given does not match the injury</li> <li>• the explanation uses words or phrases that do not match the vocabulary of the child (adult words)</li> <li>• no explanation is forthcoming</li> <li>• the child (or the parent/carer) is secretive or evasive</li> <li>• the injury is accompanied by allegations of abuse or assault</li> </ul>
<p><b>Sexual Abuse</b></p> <p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving</p>	<p>Signs that may indicate sexual abuse:</p> <p>Changes in:</p> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Language</li> </ul>

<p>a high level of violence, whether or not, the child is aware of what is happening.</p> <p>The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet) Men, women and children commit acts of sexual abuse.</p>	<ul style="list-style-type: none"> <li>• Social interaction</li> <li>• Physical wellbeing</li> </ul> <p><i>It is also important to recognise there may be no signs</i></p>
<p><b>Type Of Abuse</b></p>	<p><b>Possible Indicators</b></p>
<p><b>Emotional Abuse</b></p> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.</p> <p>It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.</p> <p>It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.</p> <p>It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.</p> <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>	<p>Signs that may indicate emotional abuse:</p> <ul style="list-style-type: none"> <li>• Lack of self-confidence/esteem</li> <li>• Sudden speech disorders</li> <li>• Self-harming (including eating disorders)</li> <li>• Drug, alcohol, solvent abuse</li> <li>• Lack of empathy (including cruelty to animals)</li> <li>• Concerning interactions between parent/carer and the child (e.g. excessive criticism of the child or a lack of boundaries)</li> </ul>
<p><b>Child Sexual Exploitation (CSE)</b></p> <p>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</p>	<p>Signs that may indicate CSE:</p> <ul style="list-style-type: none"> <li>• Going missing from school/home/care placement</li> <li>• Associating with older people/adults</li> <li>• Isolation from family/friends/peer group</li> <li>• Physical symptoms including bruising/STI's</li> <li>• Substance misuse</li> <li>• Mental health</li> <li>• Unexplained possessions, goods and/or money</li> </ul>

<p>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. The school includes the risks of sexual exploitation in the WACI and Relationships and Sex Education curriculum. Students will be taught about 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.</p>	<p>The indicators can be spotted when speaking to the young person themselves or family/friends. If a child or young person has made a disclosure regarding sexual exploitation, or if you think a child may be at risk of being sexually exploited please contact the DSL. The DSL will consider the published Surrey Safeguarding Children’s Board guidance and advice. In all cases if the tool identifies any level of concern (green, amber or red) the DSL should contact the C-SPA and email the completed CSE Screening Tool along with a <a href="#">Children’s Services Request for Support Form</a>. If a child is in immediate danger the police should be called on 999.</p>
<b>Type Of Abuse</b>	<b>Possible Indicators</b>
<p><b>Child Criminal Exploitation (CCE) ‘County Lines’</b> 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. Child criminal exploitation describes how gangs from large urban areas supply drugs to suburban and rural locations, using vulnerable children and young people to courier drugs and money. Typically, gangs use mobile phone lines to facilitate drug orders and supply to users. They also use local property as a base; these often belong to a vulnerable adult and are obtained through force or coercion (this exploitation is sometimes referred to as ‘cuckooing’). It also finds that the age of those involved is getting younger, with children as young as 12 being targeted. Gangs ‘recruit’ through deception, intimidation, violence, debt bondage and/or grooming into drug use and/or child sexual exploitation. While there has been an increased awareness of the use of children and young people in county line markets, more needs to be done as it cuts across a number of issues such as drug dealing, violence, gangs, child sexual exploitation, safeguarding, modern slavery and missing persons. <b>Child drug exploitation</b> describes the use of children and young people in drug running networks through the use of force, e.g. violence (including sexual violence) and intimidation, and/or enticement based methods of compliance, e.g. money, drugs, peer recognition and adult role models.</p>	<p>Signs that may indicate drug/criminal exploitation are similar to CSE, as follows:</p> <ul style="list-style-type: none"> <li>• Going missing from school/home/care placement</li> <li>• Associating with older people/adults</li> <li>• Isolation from family/friends/peer group</li> <li>• Physical symptoms including bruising</li> <li>• Substance misuse</li> <li>• Mental health</li> <li>• Unexplained possessions, goods and/or money</li> </ul>



<p><b>Domestic Abuse</b>  <a href="#">Domestic Abuse Act</a> 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).  Consistently allowing a child to witness domestic abuse is also classed as domestic abuse.</p>	<p>We may see the signs and symptoms as per emotional abuse or the young person may begin copying behaviours witnessed.</p> <ul style="list-style-type: none"> <li>• May become anxious / depressed</li> <li>• Difficulty sleeping. Nightmares. Flashbacks</li> <li>• Tummy aches</li> <li>• Enuresis may begin</li> <li>• Temper tantrums</li> <li>• Anti-social behaviour</li> <li>• Withdrawal</li> <li>• Take risks</li> <li>• Mental health may deteriorate</li> </ul> <p>Limpsfield Grange School is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey settings. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in the setting before the child or children arrive at the setting the following day.</p>
<p><b>Forced marriage</b>  A forced marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.  Forced marriage is very different to an arranged marriage where both parties give consent.</p>	<p>Signs a young person may be subject to a possible forced marriage  The young person suddenly becomes more withdrawn, spends less time with friends than they used to and then doesn't answer calls or texts  Often victims of forced marriage are subjected to violence to pressurise them into it, so you may notice bruising, possibly on their upper arms. But in most cases the pressure is emotional, so it is harder to detect.  If someone you think is at risk suddenly goes away on holiday without warning, especially in the summer, this could indicate they are in danger.  If someone has siblings who were forced to marry – or even just married young – this can be an indication they are at risk. If an older child refuses to marry, this can increase the pressure on younger siblings (especially girls) in order to uphold the family honour.  School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 0200 7008 0151.</p>

Type Of Abuse	Possible Indicators
<p><b>Modern Slavery and Human Trafficking</b></p> <p>Modern slavery can take many forms including the trafficking of people, forced labour, servitude and slavery. Victims can include adults and children and come from all walks of life and backgrounds. A quarter of all victims are children. The Modern Slavery Act 2015 places a duty on specified public authorities to report details of suspected cases of modern slavery to the National Crime Agency.</p>	<p>Indicators of Modern Slavery can include:</p> <ul style="list-style-type: none"> <li>• Lack of access to legal documents (e.g. passports)</li> <li>• Appearance (malnourished, unkempt, etc)</li> <li>• Untreated or unexplained injuries</li> <li>• Attitude (withdrawn, frightened, unable to speak for themselves)</li> <li>• Indebtedness or in a situation of dependence</li> <li>• Frequent changes of location or restrictions on movement</li> </ul>
<p><b>Female Genital Mutilation</b></p> <p>Female genital mutilation (FGM), sometimes referred to as female circumcision, refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, but sometimes carried out abroad.</p> <p>There are no health benefits to FGM, it is carried out for cultural and social reasons within families and communities. The procedure is traditionally carried out by an older woman with no medical training. Anaesthetics and antiseptic treatment are not generally used and the practice is usually carried out using basic tools such as knives, scissors, scalpels, pieces of glass and razor blades.</p> <p>Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. Breast Flattening/Ironing is a form of FGM and should be reported in the same manner.</p>	<p>Information about how to identify children at risk of FGM please see Surrey Safeguarding Board <a href="https://www.surreyscb.org.uk/2016/06/09/female-genital-mutilation-procedure/">https://www.surreyscb.org.uk/2016/06/09/female-genital-mutilation-procedure/</a></p> <p>Early summer holidays may be seen as they travel abroad for the purpose of FGM.</p> <p>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 police. Healthcare professionals have a duty to safeguard any children who may be at risk of FGM.</p> <p>The duty applies to all persons in school who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.</p> <p>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.</p>
Type Of Abuse	Possible Indicators
<p><b>So called 'Honour' Based Abuse</b></p> <p>So called Honour based abuse (HBA) is where the child is being punished by their family or community because of a belief, actual or alleged, that a person has not been properly controlled enough to conform and therefore has brought 'shame' or 'dishonour' to others.</p> <p>Honour based abuse might be committed against people who:</p> <ul style="list-style-type: none"> <li>• become involved with a boyfriend or girlfriend from a different culture or religion;</li> </ul>	<p>Withdrawal of student from school by those with parental responsibility.</p> <p>Removal of day centre for person with physical or learning disability.</p> <p>Student being prevented from attending higher or higher education.</p> <p>Truancy or persistent absences.</p> <p>Request for extended leave or student not returning from an overseas visit.</p> <p>Surveillance by siblings/cousins/extended family members at school.</p> <p>Decline in behaviour, engagement, performance or punctuality, poor exam results.</p>



<ul style="list-style-type: none"> <li>• want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;</li> <li>• want to get out of a forced marriage</li> <li>• wear clothes or take part in activities that might not be considered traditional within a particular culture</li> </ul> <p>It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.</p> <p>All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.</p>	<p>Decline in physical presentation or demeanour.</p> <p>The young person constantly being accompanied on visits to doctor, and/or clinics.</p> <p>Self-harm and/or eating disorders.</p> <p>Attempted suicide.</p> <p>Depression.</p> <p>Isolation.</p> <p>Alcohol or substance misuse.</p> <p>Early, unwanted or constant pregnancy.</p> <p>Female genital mutilation.</p> <p>Unexplained injuries.</p>
<p><b>Self-Harm</b></p> <p>Deliberate self-harm is intentional self-poisoning or injury, irrespective of the apparent purpose of the act, (www.nice.org.uk). Self-harm is an expression of personal distress, not an illness. Self-harm can involve:</p> <ul style="list-style-type: none"> <li>• Cutting, burning, biting</li> <li>• Substance misuse</li> <li>• Head banging and hitting</li> <li>• Taking personal risk</li> <li>• Picking and scratching</li> <li>• Self-neglect</li> <li>• Pulling our hair</li> <li>• Disordered eating</li> <li>• Overdosing and self-poisoning</li> </ul>	<p>Indicators of self-harm may include:</p> <ul style="list-style-type: none"> <li>• Changing in eating/sleeping habits</li> <li>• Lowering of academic grades</li> <li>• Changes in activity and mood</li> <li>• Abusing drugs or alcohol</li> <li>• Increased isolation from friends and family</li> <li>• Becoming socially withdrawn</li> <li>• Talking about self-harming or suicide</li> <li>• Giving away possessions</li> <li>• Expressing feelings of failure, uselessness or loss of hope</li> </ul>
<p><b>Prevent-Radicalisation, Extremism and Terrorism</b></p> <p>The Counter-Terrorism and Security Act 2015 places a safeguarding duty on settings to have “due regard to the need to prevent people from being drawn into terrorism”.</p> <p>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.</p> <p>The Department of Education guidance <a href="#">The Prevent Duty</a> can be accessed via this link.</p> <p>Settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas:</p> <ul style="list-style-type: none"> <li>• Assessing the risk of children being drawn into terrorism</li> <li>• Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.</li> </ul>	<p>Indicators may include:</p> <ul style="list-style-type: none"> <li>• Withdrawing from usual activities</li> <li>• Accessing extremist literature/websites</li> <li>• Expressing 'us and them' thinking</li> <li>• Expressing feelings of anger, grievance or injustice</li> </ul> <p>To report concerns about child radicalisation:</p> <p>Indicators of vulnerability include:</p> <ul style="list-style-type: none"> <li>• Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society.</li> <li>• Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;</li> <li>• Personal Circumstances – migration; local community tensions; and events affecting the child's country or region of origin may contribute to</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.</li> <li>• Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism</li> </ul> <p>Extremism is defined by the Crown Prosecution Service as:</p> <ul style="list-style-type: none"> <li>• The demonstration of unacceptable behaviour by using any means or medium to express views which: <ul style="list-style-type: none"> <li>• Encourage, justify or glorify terrorist violence in furtherance of particular beliefs</li> <li>• Seek to provoke others to terrorist acts</li> <li>• Encourage other serious criminal activity or seek to provoke others to serious criminal acts</li> <li>• Foster hatred which might lead to inter-community violence in the UK.</li> <li>• Ensure children are safe from terrorist and extremist material when accessing the internet in the setting</li> </ul> </li> </ul> <p>Preventing vulnerable adults and children from being drawn into extremism is a safeguarding concern. It is essential that frontline staff are able to spot the signs and make a safeguarding referral.</p>	<p>a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;</p> <ul style="list-style-type: none"> <li>• Unmet Aspirations – the child may have perceptions of injustice or a feeling of failure,</li> <li>• Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;</li> <li>• Special Educational Needs and Disability (SEND) – children may experience difficulties with social interaction.</li> <li>• Further information and a list of such indicators can be found at <a href="http://educateagainsthate.com">Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)</a></li> </ul> <p>When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.</p> <p>They should then follow the safeguarding procedures and refer cases by e-mail to <a href="mailto:preventreferrals@surrey.pnn.police.uk">preventreferrals@surrey.pnn.police.uk</a> following the <a href="#">Prevent referral process</a> and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.</p> <p>The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).</p>
<p><b>Type Of Abuse</b></p> <p><b>Online Safety/Cyber Crime</b></p> <p>Children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and for online gaming. Some adults and 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.</p> <p>Children may also be distressed or harmed by accessing inappropriate material such as pornographic</p>	<p><b>Possible Indicators</b></p> <p>Students 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.</p> <p>The school has an Online Safety policy which explains how we aim to keep students safe in school and how we respond to online safety incidents.</p> <p>Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is Sam Janaway.</p>

<p>websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.</p> <p>Children with SEND and/or children who identify as Lesbian, Gay, Bisexual or Transgender (LGBT) are more susceptible to being bullied/victims of child abuse.</p> <p>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 Headteacher and the DSL will also consider Child Protection Procedures</p> <p>Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is Sam Janaway</p>	<p>Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), will consider a referral into the Cyber Choices programme. This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.</p> <p>The school will follow the guidance around <a href="#">harmful online challenges and online hoaxes</a> when supporting children and sharing information with parents/carers.</p>
<p><b>Serious Violence</b></p> <p>There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:</p> <ul style="list-style-type: none"> <li>• increased absence from the setting</li> <li>• a change in friendships or relationships with older individuals or groups</li> <li>• a significant decline in performance</li> <li>• signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries</li> <li>• Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.</li> </ul>	<p>Staff are aware that violence can often peak in the house just before and after the children attend the school which includes travelling to and from the school.</p>

## Sexual violence and sexual harassment between children in school

### Child on Child Abuse - KCSIE Part Five

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)

[Flowchart+Sexual+Violence+and+Sexual+Harassment+2022.pdf \(amazonaws.com\)](#)

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children.

Limpsfield Grange School recognises that as a Residential Special School, and the unique nature of residential accommodation at the school, there is an increase to the risks associated with children sharing overnight accommodation and potential child on child abuse.

Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional wellbeing. 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 staff are supported and protected as appropriate.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) [UKCIS guidance: Sharing nudes and semi-nudes advice for education settings](#)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## **Policy**

At Limpsfield Grange we believe that all students have a right to attend school and learn in a safe environment. Students should be free from harm by adults and other students 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 (2022).

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 child on child abuse by:

## **Prevention**

- Making clear that there is a zero-tolerance approach to sexual violence and sexual harassment that it is never acceptable, and it will not be tolerated.
- We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.
- Taking a whole school approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the Limpsfield Grange Behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the our WACI curriculum.
- Engaging with specialist support and interventions.

## **Responding to reports of sexual violence and sexual harassment**

Students making any report of sexual violence or sexual harassment including “upskirting” (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported.

If the report includes an online element staff will be mindful of the [Searching, Screening and Confiscation: advice for schools 2018](#) guidance.

Staff taking the report will inform the DSL or the Deputy DSL immediately. Staff taking a report must not promise confidentiality. Parents or carers should usually be informed (unless this would put the child at greater risk). If a student is at risk of harm, is in immediate danger, or has been harmed, a request for support will be made to the C-SPA securely email: [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk) or telephone 0300 470 9100, as appropriate.

## **Risk Assessment**

Following a report, the DSL in conjunction with the Headteacher will make an immediate risk and needs assessment on a case-by-case basis.

Risk Assessments will consider:

- The victim, especially their protection and support
- The alleged perpetrator, their support needs and any discipline action

- All other students at the school
- The victim and the alleged perpetrator sharing classes and space at school
- The Risk Assessment will be recorded and kept under review

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

**The DSL and Deputy DSLs will consider**

- The wishes of the victim
- The nature of the incident including whether a crime has been committed and the harm caused
- Ages of the children involved
- Developmental stages of the children
- Any power imbalance between the children
- Any previous incidents.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks other children, adult students, or staff.
- Other related issues or wider context

**Confidentiality:**

The victim may ask the setting not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
- Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the Police remains. The Police will take a welfare, rather than a criminal justice approach, in these cases.

The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

**Issue can be:**

Managed internally or external help and support can be requested through:

- Early Help intervention
- Request for support to the C-SPA
- Report to the Police

### **Ongoing Response:**

- The DSL in conjunction with the Headteacher 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.
- 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 would seriously harm the education or welfare of the victim (and potentially themselves and other children).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of their Behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the Headteacher should 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 children and adults affected will receive appropriate support and safeguards on a case-by-case basis.
- Limpsfield Grange will take any disciplinary action against the alleged perpetrator in accordance with the school's Behaviour policy.
- Limpsfield Grange recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

### **Harmful Sexual Behaviour (HSB)**

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context. The [Brook Traffic Light Tool](#) uses a traffic light system to categorise the sexual behaviours of children. Trained staff can use the tool 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

By categorising sexual behaviours, the school can work with other agencies to the same standardised criteria when making decisions and can protect children with a multi-agency approach.

### **Sexual relationships in school**

Limpsfield Grange School has a zero tolerance approach to sexual relationships between students in the school and Residential Provision.



Staff understand, and help children to understand, what makes a healthy, nurturing relationship. Staff are trained to think curiously about and recognise the signs of children at risk of being involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action and reasonable steps to prevent unhealthy relationships when they have a concern.

### **Physical Abuse**

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police. The principles from the Guidance for the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens (previously known as 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 September 2022](#)

[Flowchart+Sexual+Violence+and+Sexual+Harassment+2022.pdf \(amazonaws.com\)](#)

### **Contextual Safeguarding**

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse, or exploitation from outside their families.” Working Together to Safeguard Children (2018), paragraph 33 Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2022 refer to Contextual Safeguarding. This is a conceptual framework for understanding, assessing, and reducing the risk of harm from outside the family home.

Contextual Safeguarding seeks to understand child protection risks from beyond the family. In the neighbourhood, young people can be negatively affected by a range of risks as they spend more and more time in retail areas, open spaces, and on public transport.

Limpsfield Grange School is a member of the Contextual Safeguarding Network, for information, signs and risk factors please see <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

When Limpsfield Grange has any concerns about a child, the school always considers the wider context and sources of influence on the young person. These risks and considerations are shared when a referral is made to Children’s Social Care Services. Limpsfield Grange is aware of any local issues to which children attending the school might be at risk of and liaises regularly with the police regarding any local issues.

### **Private Fostering Arrangements**

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

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 and children may be privately fostered at any age.



Limpsfield Grange 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 as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL or Deputy DSLs and the DSL or Deputy DSLs will notify the C-SPA.

### **Looked After Children**

The most common reason for children becoming Looked After is as a result of abuse and neglect.

Limpsfield Grange ensures that staff have the necessary skills and understanding to keep Looked After Children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The Designated Teacher and Governor for Children Looked After will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

The Designated Teacher for Children Looked After, the DSL and deputy DSLs have details of the child's social worker and the name and contact details of the Surrey County Council's Head of Virtual School.

The Designated Teacher for Children Looked After and Children Previously Looked After will work in partnership with the Virtual School Assistant Headteacher to discuss how Student Premium Plus funding can be best used to support the progress of Children Looked After in the school and meet the needs of the child within their Personal Education Plan.



## Appendix 3

### Limpsfield Grange School Guidance for emailing a safeguarding concern to the DSL or a Deputy DSL

Please include the following information in your safeguarding concern email:

- Email title to contain students name, Tutor Group, safeguarding concern and date
- Date, time and location of discussion.
- Who was present when the discussion took place.
- Circumstances leading up to observation/concern/disclosure.
- Details of the discussion which took place between staff and student (using the students' own words wherever possible.)
- Please include information regarding observations/significant changes in the child's presentation and behaviours that indicate potential welfare or safeguarding concerns.
- Any injuries, including completing a skin map to show the location of an injury.
- Explanations given by the student / adult.
- Demeanour/non-verbal behaviours of the student.
- Rationale for decision making and action taken.
- If you have made handwritten notes of the conversation please sign, date, and write the time that the conversation took place on the notes. Then scan your handwritten notes and send to Emma Phillips, Deputy DSL, Deputy Headteacher [deputy@limpsfield-grange.surrey.sch.uk](mailto:deputy@limpsfield-grange.surrey.sch.uk)

Staff are encouraged to use the TED (Tell me, Explain, Describe) acronym when talking to students about a concern to ensure that questions are open and not leading.

All safeguarding concerns should be emailed to Emma Phillips Deputy DSL, Deputy Headteacher [deputy@limpsfield-grange.surrey.sch.uk](mailto:deputy@limpsfield-grange.surrey.sch.uk) within an hour of a concern being noted.

September 2022

## Appendix 4



### Confirmation of compliance 2022 / 2023

I hereby confirm that I have read, understood and agree to comply with Limpsfield Grange Schools Child Protection and Safeguarding Policy.

I am clear in my responsibilities in recording and reporting my safeguarding concerns to a DSL, including whistleblowing procedures.

I confirm that I have read and understood 'Keeping Children Safe in Education Part 1: Information for all school and college staff' and Annex B - DFE guidance September 2022 [Keeping Children Safe in Education part 1 and annex B.](#)

I understand that if I fail to comply with this Safeguarding and Child Protection Policy will result in action being taken under the School Disciplinary procedures including, but not limited to, dismissal.

Name	
Signed	
Post Held	
Date	

Once completed, signed and dated, please return this form to the Designated Safeguarding Lead, Natasha White.

## Appendix 5



### Limpsfield Grange School Visitor Code of Conduct

*Limpsfield Grange is committed to safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.*

Whilst on the school site we request that you adhere to the following rules:

- Wear your visitor badge at all times.
- Stay with the designated member of staff supervising you at all times (pink lanyard wearers).
- On departure please sign out and return your badge to Reception.
- Do not initiate verbal or physical contact with students. Respond to students politely if they address you but do not engage in conversations with them.
- Do not give any personal information to students, such as your mobile phone number, address or email address, or any details of social media platforms that you use.
- Do not ask students for any personal information such as their mobile phone number, address or email address, or any details of social media platforms that they use.
- If you have any concerns that a student may be at risk from harm then report it immediately to Reception who will contact the Designated Safeguarding Lead (DSL) or one of our Deputy Designated Safeguarding Leads. Do not discuss your concerns with the student or carry out an investigation.
- If a student makes a disclosure to you do not promise confidentiality, explain that you will need to talk to someone else and immediately ask school Reception to contact the Designated Safeguarding Lead (DSL) or one of our Deputy Designated Safeguarding Leads.
- Under no circumstances should you take photographs of students or staff, ensure that no students or staff are in the background when taking photos of the buildings or grounds for work related purposes.
- Be mindful of your language and tone when using a mobile phone on site.
- Smoking or vaping on the school site is prohibited.

**I confirm that I have read, understood and agree to comply with the above**

Name	
Company	
Signature	
Date	