



St George's

W E Y B R I D G E

**SAFEGUARDING POLICY
INCLUDING EYFS**

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Author: Deputy Head Pastoral

Policy number: 7a

1. Introduction

1.1. Key Staff

Governors' Committee Responsible: Full Governing body

Governor Lead: Mrs Karen Patterson

Designated Safeguarding Lead College: Sally Hall, Deputy Head Pastoral

Designated Safeguarding Lead Junior School: Iain Turner, Deputy Head Pastoral

Designated Safeguarding Lead EYFS: Jackie Midmore, Deputy Head Lower Years

1.2. Key Contact Details

Sally Hall: shall@stgeorgesweybridge.com Tel 01932 839304

Iain Turner: iturner@stgeorgesweybridge.com Tel 01932 839428

Jackie Midmore: jmidmore@stgeorgesweybridge.com Tel 01932 839407

Karen Patterson: kpatterson.gov@stgeorgesweybridge.com

MASH: 8am to 5pm Monday to Friday and 8am to 4pm Saturday and Sunday:

Telephone: 0300 470 9100 Email: mash@surreycc.gov.uk

Outside hours emergency duty team: 01483 517898.

1.3. What is safeguarding?

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes
- Children includes everyone under the age of 18
- Where a child is suffering significant harm, or is likely to do so, action must be taken to protect the child. Action must also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

1.4. Policy Development & Statutory Requirements

1.4.1. This policy has been developed in accordance with 'Keeping Children Safe in Education' Sept 2016, which incorporates 'Disqualification under the Childcare Act 2006' and 'What to do if you're worried a child is being abused' (March 2015); 'Working Together to Safeguard Children' (March 2015) and 'Prevent Duty: Guidance for England and Wales' (July 2015), supplemented by 'The use of social media for on-line radicalisation' (July 2015).

1.4.2. The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work

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together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

- 1.4.3. We recognise that Safeguarding is the responsibility of everyone; all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. Anyone can therefore make a referral to Social Care. In order to fulfil this responsibility effectively, all professionals will make sure their approach is child-centred. This means that they will consider, at all times, what is in the best interests of the child.
- 1.4.4. All staff believe that our school will provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

1.5. The aims of this policy are:

- 1.5.1. To support the child's development in ways that will foster security, confidence and independence.
- 1.5.2. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 1.5.3. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2).
- 1.5.4. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.5.5. To emphasise the need for good levels of communication between all members of staff.
- 1.5.6. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.5.7. To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8. To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) , and a central record is kept for audit, as in line with our Recruitment Policy.

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1.6. Monitoring and Evaluation

Our Safeguarding and Recruitment Policies and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT/SMT discussions with children and staff
- Through Head of Year meetings
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT/SMT and Governing Body to monitor
- Review of parental concerns and parent questionnaires

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2. Staff Responsibility, Training & Induction

2.1. We will ensure that:

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

- There is a Safeguarding Policy together with a staff behaviour (Code of Conduct) Policy.
- The school operates safer recruitment procedures by ensuring wherever possible that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- Supplementary advice issued by the DfE in addition to KCSIE concerning how staff can be disqualified by association with others, and explaining how the Childcare (disqualification) regulations 2006 operate, is understood. The advice applies to staff who work in EYFS and those who work with children under 8 years old in before and after school care. The supplementary advice is a reminder that we do not employ staff to work or be directly involved in management if they or others in their household have been “disqualified”. Employees who work in EYFS and later years and those directly involved in the management of such provision will be informed annually of this legislation and must self-declare if this legislation applies to them or their circumstances change.
- Staff caught by the ‘by association’ rule may apply to Ofsted for a waiver of disqualification but such staff will not be allowed to remain in their position until a waiver is confirmed.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- Senior leaders have been appointed as the Designated Safeguarding Lead (DSL), Miss Sally Hall, Deputy Head, Pastoral (College) and in her absence, the Deputy DSL is Mrs Rachel Owens, Headmistress (College). At the Junior School, Mr Iain Turner, Pastoral Deputy Head and Mrs Jackie Midmore Deputy Head Lower Years is the DSL for the EYFS; Mrs Sylvie Kévérian is Deputy DSL at the Junior School.
- On appointment, the DSLs and Deputy DSLs undertake locally agreed interagency training (SSCB Modules 1&2) and also undertake DSP ‘New to Role’ and the ‘Update’ Course every two years in line with legislation. In addition to their formal training, as set out above, their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments to their role.
- There are also additional Child Protection officers at the College to include: Mrs Mandy Smith, Mrs Tanya Hall, Miss Nikki Houston and Mr David Green and at the Junior School, Mrs Marta Rolon and Mrs Judy Knott.
- All other staff have Safeguarding training updated annually as in line with KCSIE, Sept 2016.
- Any weaknesses in Child Protection are remedied immediately.

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- A member of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head teacher.
- Child Protection policies and procedures are reviewed annually and the Child Protection Policy is available on the school website or by other means (Firefly/Dragonfly). There is an annual review undertaken by the Governing Body as to the effectiveness and implementation of Safeguarding Policies and Practice. This is evidenced in the minutes on at least an annual basis.
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through sex and relationship education (SRE), including keeping safe online.
- Enhanced DBS checks are in place for all Governors.

2.1.2 The DSLs are members of the Senior Leadership Team.

2.1.3. The DSLs and at least one member of the governing body will also complete Safer Recruitment Training. This will be repeated at least every 5 years.

2.1.4. All members of staff and volunteers are provided with child protection awareness information at induction, including guidance on acceptable use of ICT and social media, as well as on staff-student relations. Included in their arrival pack is the School Safeguarding Policy, the Staff Code of Conduct, KCSIE (Part 1 and Annex A), Pocket Guide to Safeguarding and the Whistleblowing Policy. All new joiners must sign to say they have read and understood the above and all staff complete an online training module on Safeguarding with a test. The pass mark is 80%.

2.1.5. All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

2.1.6. All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

2.1.7. All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015)

2.1.8. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding Policy online.

2.1.9. Our Lettings Policy will seek to ensure the suitability of adults working with children on school sites at any time.

2.1.10. Procedures for third party use of facilities incorporate safeguarding due diligence; this also applies to events overseen by St George's Enterprises.

2.1.11. We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we

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cease to use their service as a result of a substantiated allegation, in the case of a volunteer. In addition, in the EYFS setting OFSTED (0300 1234666) will be informed as is reasonably practical but at least within 14 days.

2.2 Our procedures will be regularly reviewed and up-dated.

2.3 The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and Deputy, is clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

2.4 All staff are made aware of the early help process, and understand their role in it. This includes identifying emerging problems (see Appendix A : Recognising Signs of Child Abuse and Appendix B: Forced Marriage and Female Genital Mutilation), liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. (KCSIE, Sept 2016).

2.5 All staff are given a copy of part 1 of Keeping Children Safe in Education 2016 and will sign that they have read and understood it by taking a small test and any clarification for any part can be provided by the Child Protection team. Similarly this applies to the Governing Body in relation to part 2 of the same statutory guidance.

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3. Safer Working Practices

- 3.1. We will ensure that guidance for staff is provided through our staff induction programme and Safeguarding training to ensure that their behaviour and actions do not place students or themselves at risk of harm or inadvertently place themselves in a position where harm to a student could be alleged.
- 3.2. All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If in doubt about recording requirements staff will discuss with the DSL.
- 3.3. Staff receive guidance as part of on-going training with regard to the conditions which may make some children more vulnerable to abuse than others, e.g. low self-esteem, anxiety, depression, disordered eating, self-harm. Such students are closely monitored by the pastoral team and a central electronic log is kept of any concerns.
- 3.4. Examples of poor practice are:
 - One-to-one tuition in private behind closed doors, including music tuition and sports coaching
 - Engaging in inappropriate electronic communication with a student
 - Conveying a single student in a staff car
 - Unreasonable use of physical force to restrain a student
 - Physical contact without asking permission or in an inappropriate manner or context
 - Joining in competitively while sports coaching
 - Keeping photographic images of students at home (See IRSC document “Guidance for Safer Working Practice for Adults” 2006) Not maintaining the highest personal security settings on social media
 - Becoming a “friend” to a St George’s student on social media sites or communicating with a student in any way using personal devices & apps. Snap chat, Instagram etc. For more guidance see Mobile Phone Policy.
- 3.5. Physical Intervention
 - 3.5.1. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
 - 3.5.2. Such events will be recorded and signed by a witness. In the EYFS all instances of physical intervention must be recorded.
 - 3.5.3. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

3.6. Health & Safety

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

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3.7. Photographic images & recordings

- 3.7.1. Staff may not use personal mobile devices to take photographs or recordings of students (see Staff Code of Conduct).
- 3.7.2. Staff may take photographs of children as part of gathering their evidence (removed EYFS as they are used in a number of areas in the school) or as a record of an event. Any such photos must be taken with school devices and kept at school until they are deleted, removed or given back to the parent. In keeping with good safeguarding practice for staff as recommended by SSCB, staff must not take such photographs home or keep them at home as a hard copy or stored on a computer. Staff may not use personal mobile phones during contact time with children. They must be turned off and left with their personal belongings away from the classrooms. Photographs taken of children must be part of planned activities and taken with school devices only.
- 3.7.3. A small number of parents have not given their permission for their children's photos to be published. Staff must respect the decision of the parents and ensure they do not place such photos on the school website or any other publication without first contacting the parents.

3.8. Online Safety

- 3.8.1. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation – technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
- Content: being exposed to illegal, inappropriate or harmful material
 - Contact: being subjected to harmful interaction with other users
 - Conduct: personal online behaviour that increases the likelihood of, or causes, harm
- 3.8.2. St George's uses *Smoothwall*, a web-filtering appliance to filter and monitor online activity.
- 3.8.3. Staff at St George's, Weybridge ensure that staff and students are taught about Safeguarding, including online, that online safety training for staff is integrated, aligned and considered part of the overarching safeguarding approach.

3.9. Prevention of harm

- 3.9.1. We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 3.9.2. The school community will therefore:
- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

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- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have access to support.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they can turn for help. In particular this will include anti-bullying work, e-safety, road safety, and issues surrounding bereavement, self-harm and disordered eating.

3.9.3. St George's recognises that a child going missing from education at unusual times during the academic year, i.e. mid-term, is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. (KCSIE Annex A) Staff are aware of the procedures for recording and reporting unauthorised absence. The Headmistress's PA (College) and Headmaster's PA (Junior School) will contact Surrey County Council with details about students starting or leaving at unusual times of year, by completing Surrey County Council's forms and emailing them to the CME Tracking Officer.

3.9.4. Ensure all staff are aware of the St George's Acceptable Use of ICT Policy and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

3.10. Visitors

3.10.1. All members of staff, volunteers, contractors and visitors are obliged to wear a St George's lanyard with identity card and staff will challenge anyone not wearing one. Students at the College will report such incidents to a member of staff.

3.10.2. All visitors must sign in at Reception on arrival and must be accompanied at all times.

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4. Managing Concerns & Allegations

4.1 The DSLs are responsible for:

- 4.1.1 Referring a child if there are concerns about possible abuse, to the Surrey Multi Agency Safeguarding hub (MASH), and acting as a focal point for staff to discuss concerns. However, any member of staff may make a referral if they are concerned about a child. Referrals will be prompt and made in writing, following a telephone call using the Multi Agency Referral Form (MARF) see Appendix D. In accordance with KCSIE para 24, the school has a responsibility to press Children's Services/the MASH if referrals are not making an impact. Such referrals do not require parental consent.
- 4.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 4.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are forwarded on to the child's next school or college.
- 4.1.4 A copy of the CP file will be retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded.
- 4.1.5 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 4.1.6 Liaising quickly with other agencies and professionals such as contributing to a coordinated offer of 'early help', coordinating the 'team around the family' (TAF) where necessary and in accordance with WT 'common assessment framework' (CAF) The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs will be met.
- 4.1.7 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 4.1.8 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 4.1.9 Organising child protection induction, annual update training for all school staff and communication of informal updates as appropriate, or when there is new information.
- 4.1.10 Providing, with the Head and Chair of Governors, and contributing to the "Audit of Statutory Duties and Associated Responsibilities" to be submitted to the Education Safeguarding Team at Surrey County Council annually.

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Surrey MASH Contact details

The team of multi-agency staff will be based at Guildford Police Station, with the social care staff working 9am to 5pm Monday to Friday. The police staff in the MASH operate a 7-day service (excluding bank holidays), working 8am to 5pm Monday to Friday and 8am to 4pm Saturday and Sunday:

Telephone: 0300 470 9100

Email: mash@surreycc.gov.uk

Outside these hours, contact the emergency duty team on 01483 517898.

4.2. Supporting Children

- 4.2.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.2.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.2.4. In keeping with the Mission Statement of our Catholic Christian School, we will work to ensure we provide an environment that:
- Encourages self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - Promotes a caring, safe and positive environment within the school.
 - Liaises and works together with all other support services and those agencies involved in the safeguarding of children, abiding by locally agreed interagency procedures.
 - Notifies Social Care if there is a Child in Need and make a referral within 24 hours if there is a significant concern or there is a Child at Risk.
 - Provides continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- 4.2.5. All staff are trained to listen to students and their concerns but in addition to this there are specialist pastoral leaders within both schools that students can turn to for advice or support to include; Head(s) of Year, School Counsellor, School Nurse and Chaplaincy.

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4.3. Confidentiality

- 4.3.1. We recognise that all matters relating to child protection are confidential.
- 4.3.2. The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- 4.3.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.3.4. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 4.3.5. Staff must be aware that if a child discloses about possible abuse colleagues must:
- Listen carefully
 - Record the conversation in the child's own words
 - Note the time and sign and date the record made
 - Take it seriously
 - Reassure they are right to tell
 - Explain what will happen next
 - Not ask leading questions
 - Not make promises you cannot keep
 - Not jump to conclusions
 - Not speculate or accuse anybody
 - Inform the DSL at the first opportunity
- 4.3.6. We will always undertake to share our intention to refer a child to Children's Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the SSCB. If a child is in immediate danger or is at risk of harm a referral will be made to children's social care and/or the police immediately.
- 4.3.7. All staff have the right to raise concerns, including about potential poor or unsafe practice or potential failures within the school's safeguarding regime (whistle-blowing) as in line with KCSIE paras 22 & 23.
- 4.3.8. Children of concern will be highlighted to all staff at the weekly staff meeting, as per a "Watch List" and will be on the minutes, which are circulated to all staff, including a photograph; the reason for the concern will not be shared, beyond the need to alert SSU/pastoral staff if the child presents as a concern, or is unexpectedly absent.

4.4. Supporting Staff

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

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4.5. Allegations against staff

- 4.5.1. All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 4.5.2. Staff are asked to complete a Self-referral form (Appendix F) if they consider that they may have been in a situation, which could be misconstrued. The form is kept by the DSL. Advice on this process is given during induction.
- 4.5.3. All Staff will be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 4.5.4. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 4.5.5. We understand that a pupil may make an allegation against a member of staff or volunteer.
- 4.5.6. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately and within 24 hours inform the Head Teacher.
- 4.5.7. The Head Teacher or DSL will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and within 24 hours. **0300 123 1650 then Option 3** or LADO@surreycc.gov.uk.
- 4.5.8. If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately and within 24 hours inform the Governor with lead responsibility for Safeguarding, Mrs Karen Patterson Kpatterson.gov@stgeorgesweybridge.com. They will consult as in 7.6 above, without notifying the Head Teacher first. The Governor with lead responsibility for Safeguarding will report the allegation directly to the LADO at the earliest opportunity and within 24 hours.
- 4.5.9. If the allegation made to a member of staff concerns the DSL the person receiving the allegation will immediately inform the Head Teacher. They can also report directly to the LADO.
- 4.5.10. The school will follow the Surrey procedures for managing allegations against staff.
- 4.5.11. Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration, and the Head Teacher & DSL will seek the advice of the LADO and HR Consultant in making this decision.
- 4.5.12. In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 4.5.13. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- 4.5.14. Where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first) consideration will be given to making a referral to the National College for Teaching and Leadership (NCTL)

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4.5.15. If St George's dismisses or removes an individual member of staff, (or would have done had they not firstly resigned) because the person poses a risk of harm to children, the school will make a prompt referral to the DBS. St George's is aware that it has a legal duty in this regard and that it is an offence to fail to make a referral in such cases without good reason.

4.6 Whistle-blowing

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

4.6.2 All staff will 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. Whistleblowing is explicitly covered in the Staff Behaviour Policy, issued to all staff in the Induction Pack. If it becomes necessary to consult outside the school, they will speak in the first instance, to the Area Education Officer/LADO.

4.6.3 Whistle-blowing regarding the Head Teacher will be made to the governor with lead responsibility for Safeguarding. kpatterson.gov@stgeorgesweybridge.com or directly to SSCB.

4.6.4 Whistleblowing about staff on staff poor behaviour, staff on child behaviour or child on child behaviour can be passed to any member of the SLT/SMT or HR manager. Offensive banter will not be tolerated. If the issue is one of Safeguarding it **must** go to the DSL unless it is against the DSL or Head Teacher. If it is against the DSL it is passed to the Head Teacher and in the case of a concern against the Head Teacher see 4.6.3

4.6.5 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 8.00am – 8.00pm Monday – Friday and Email: help@nspcc.org.uk

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5. Types and Signs of Abuse

5.1 Anti-Bullying

5.1.1 Our school policy on Anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the matter will be referred to local agencies, including the police.

5.1.2 We recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways and includes the sharing of sexual imagery by young people (often referred to as “sexting”). Peer on peer abuse is taken very seriously by the staff at St George’s. Offensive banter will not be tolerated and nor will it be perceived as an acceptable part of growing up. Our PSHE programme seeks to minimise the incidence of peer on peer abuse and if incidents are discovered, then the Behaviour Management procedures and subsequent sanctions are implemented (the DfE’s advice on searching, screening and confiscation is noted, see Appendix E); the victim will also be supported by the pastoral team.

5.2 Racist Incidents

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

5.3 Radicalisation and Extremism – Prevent duty DfE guidance June 2015, CTSA 2015.

5.3.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. From 1st September 2015 Schools are required under the Prevent Duty, the Counter Terrorism and Security Act 2015, to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

5.3.2 St George’s values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads

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to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

5.3.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St George's is clear that this exploitation and radicalisation will be viewed as a safeguarding concern. St George's has taken into account Surrey Police's website description of Surrey being "a low risk county for terrorism".

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

5.3.5 St George's seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

5.3.6 The school governors, the Head Teachers and the Designated Safeguarding Leads (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy. Ahead of a visiting speaker addressing the students, a member of staff must carry out an internet search of the speaker to ascertain whether or not they present a safeguarding risk, in terms of radicalisation; a record of this process and its outcomes is recorded on a central electronic log.

5.3.7 This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Surrey Safeguarding Children Board. Staff complete online Prevent training, which 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 and are shared by terrorist groups.

5.4 Response to radicalisation and extremism

5.4.1 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL who is also the Single Point of Contact (SPOC) for St George's. They will then follow normal safeguarding procedures regarding making the most appropriate referral, which could include *Channel*. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases or for further advice the DSL will refer to the Prevent coordinator at Surrey Police: Lee Sawkins: 101 extension 30910. Mobile 07967986388 lee.sawkins@surrey.pnn.police.uk. The

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Department of Education has also set up a dedicated telephone helpline and mailbox for staff and governors for non-emergency advice: 020 7340 7264 or counter-extremism@education.gsi.gov.uk.

5.4.2 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

5.5 Domestic Abuse

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

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

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

5.5.4 The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect. (See Appendix A)

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6. APPENDICES

Appendix A: Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

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

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

Risk Indicators

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses

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

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

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush

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- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

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

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

Burns and Scalds

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

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

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

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

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

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

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed

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- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

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

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

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

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

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

Assessment

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

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

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

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

Recognising Neglect

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

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

Child Sexual Exploitation

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)

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

Domestic Abuse

How does it affect children?

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

What are the signs to look out for?

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

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

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- To talk through your concerns call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.
- East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350
- Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822
- North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690
- South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392

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Appendix B: Forced Marriage & Female Genital Mutilation

Forced Marriage (FM)

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

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 then the teacher must report this to the police.

What is FGM?

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

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

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

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Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

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Next review: August 2018

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Author: Deputy Head Pastoral

Policy number: 7a

Appendix C: Indicators of Vulnerability to Radicalisation

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

- Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.
- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
- Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

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

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Appendix D: MARF

SCS700/ July 2013

Multi-Agency Referral Form to Surrey Children's Service

This form is to be used when **making a referral** which requires a response from Surrey Children's Service. If you are unclear whether to make a referral, please discuss this with your Safeguarding lead and or the Contact Centre before completing this form

Referral Completed by: <i>(details of person taking the referral)</i>		
Name of referrer:	Job title:	Agency:
Address:	Email:	Telephone:
Date of Referral:	Time of referral:	Date and time MARF form completed:

1. CHILD/YOUNG PERSON DETAILS/SIBLING DETAILS						
Last Name	First Name	Age/DOB/ EDD	M/F	Ethnicity/ Languag e	Religion	Address and telephone number

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2. HOUSEHOLD DETAILS (including extended family)						
Last Name	First Name	Age/DOB/EDD	M/F	Ethnicity/ Language	Relationship to child	Address and telephone number
Give details of principal carers and those with Parental Responsibility (if their address is different from the child):						
Last Name	First Name	Age/DOB/EDD	M/F	Ethnicity/ Language	Relationship to child	Address and telephone number

Reviewed: August 2017 [Amended Nov 2017]

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Related policies: Behaviour Management, Staff Code of Conduct, Whistle-blowing, Anti-bullying, Health and Safety, PSHE, Administration of medicines, Alcohol, Drugs, Sex and Relationships Education, Acceptable use of ICT, Risk Assessment, Recruitment and Selection, Lettings, Intimate Care, Missing Child, School visits, Special Educational Needs and Disabilities, Supervision

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Are there any communication/interpreting needs for the child and/or family?	Does the child and/or family have a disability or special needs?
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3. Other professionals involved (to include GP, school and details of any voluntary agencies involved)			
Name	Job Title	Address	Telephone/email

4. Reason for Referral	
What was the date and time of presentation? If NO, please give details of where the child was at the time of referral and who they were with:	Was the child/young person present? <input type="checkbox"/> YES <input type="checkbox"/> NO
Why are you worried about this child/these children?	

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Next review: August 2018

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What has happened? What are these concerns based on? Why is Children's Services involvement needed now?

What are the known views of parents/child?

5. Previous involvement

Has a Common Assessment Framework (CAF) been completed?

No

Yes , please attach

If No, please say why not:

What services have already been offered by your agency and/or other agencies and what were the outcomes?

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<p>Are you aware of any previous social work involvement with this family? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If YES, please give details, including approximate dates:</p>	
<p>6. Consent (Please note that parents/carers have to consent to this referral unless obtaining this consent will place the child at further risk of harm)</p>	
<p>Have parents/carers given consent for this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Has the child given consent for this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>If consent has not been obtained, please give reason.</p>	
<p>7. Are there any issues we should be aware of when contacting parents/carers?</p>	
<p> </p>	

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Appendix E: DfE Advice on Screening, Searching and Confiscation. Advice for headteachers, school staff and governing bodies. February 2014

[DfE: Searching, Screening and Confiscation February 2014](#)

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Next review: August 2018

Related policies: Behaviour Management, Staff Code of Conduct, Whistle-blowing, Anti-bullying, Health and Safety, PSHE, Administration of medicines, Alcohol, Drugs, Sex and Relationships Education, Acceptable use of ICT, Risk Assessment, Recruitment and Selection, Lettings, Intimate Care, Missing Child, School visits, Special Educational Needs and Disabilities, Supervision

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Policy number: 7a

Appendix F: St George's Self-referral Form



St George's

Safeguarding Self-Referral Form WEYBRIDGE

PLEASE USE THIS FORM WHEN YOU HAVE CONCERNS ABOUT AN INCIDENT THAT HAPPENED WITH A CHILD THAT MAY BE OPEN TO MISINTERPRETATION

CONFIDENTIALLY HAND THE COMPLETED FORM TO THE DESIGNATED SAFEGUARDING LEAD

Staff Name:

Student Name:

Description of the situation:

Please specify time, location and any witnesses.

Any follow up actions required:

(Continue on the other side if necessary)

Signed:

Print name:

Date:

This policy should be displayed in:

S:\ SGW Policy_and_Procedure_Index	Firefly
School website	Dragonfly

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Next review: August 2018

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