IET Child Protection and Safeguarding Policy

Date Approved	September 2022
Date of Next Review	By September 2023
Status & Review Cycle	Statutory Annual

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. IET Schools are committed to safeguarding and promoting the welfare of children and young people and we expect all Trustees, Governors, staff and volunteers to share this commitment.

Related policies:

This policy is part of the following IET suite of annually updated safeguarding policies: -

1. ***Child Protection and Safeguarding***
2. Supporting Students with Medical Conditions
3. Whistleblowing
4. Staff Code of Conduct
5. Online Safety

Index

Harmful Sexual Behaviour	35		

Additional Resources/Appendices

Content	Page		
Appendix A Brook Traffic light toolkit (ages 0 – 18)	60		

Safeguarding Statement 2022/23

It could happen here

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.

The purpose of this policy is to provide staff, volunteers, Trustees and Governors 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.

The Trust recognises that even when there are no reported cases of peer on peer abuse, sexual abuse of sexual harassment, such abuse may still be taking place and is simply not being reported. The Trust will enact the principles and undertake the actions set out in this policy to promote a zero tolerance approach to such abuse in all IET schools.

Operational

Each IET school has a designated safeguarding lead member of staff, with additional nominated staff members as appropriate. There is also a Trust Safeguarding Lead who oversees each of the individual schools' DSLs. On each school website, the following information will be displayed: -

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The Alternative College

Designated Safeguarding Lead (DSL) is: Simon Whittington
Contact details: swhittington@ietmat.co.uk

The Trust DSL is: Amy Smith
Contact details: asmith@ietmat.co.uk

The nominated Safeguarding and Child Protection Trustee is: Ron Searle
Contact details: rsearle@ietmat.co.uk

The Head of Centre is: Simon Whittington
Contact details: swhittington@ietmat.co.uk

The Chair of Trust Board is: Ron Searle
Contact details: rsearle@ietmat.co.uk

The Fordway Centre

Designated Safeguarding Lead (DSL) is: Linda Whitehorn
Contact details: lwhitehorn@ietmat.co.uk

Deputy DSL is: Sam Dawson
Contact details: sdawson@ietmat.co.uk

Deputy DSL is: Antonia Spence
Contact details: aspence@ietmat.co.uk

The Trust DSL is: Amy Smith
Contact details: asmith@ietmat.co.uk

The nominated Safeguarding and Child Protection Trustee is: Ron Searle
Contact details: rsearle@ietmat.co.uk

The Head of Centre is: Linda Whitehorn
Contact details: lwhitehorn@ietmat.co.uk

The Chair of Trust Board is: Ron Searle
Contact details: rsearle@ietmat.co.uk

Reigate Valley College

Designated Safeguarding Lead (DSL) is: Lucy Mortimer
Contact details: lmortimer@ietmat.co.uk

Sidlow Deputy DSL is: Poppy Perkins
Contact details: pperkins@ietmat.co.uk

Allingham Deputy DSL is: Sian Reed
Contact details: sreed@ietmat.co.uk

Allingham Deputy DSL is: Rich Singleton
Contact details: rsingleton@ietmat.co.uk

Phoenix Deputy DSL is: David Mills
Contact details: dmills@ietmat.co.uk

Phoenix Deputy DSL is: Tracey Pickering
Contact details: tpickering@ietmat.co.uk

The Trust DSL is: Amy Smith
Contact details: asmith@ietmat.co.uk

The nominated Safeguarding and Child Protection Trustee is: Ron Searle

Contact details: rsearle@ietmat.co.uk

The Head of Centre is: Amy Smith
Contact details: asmith@ietmat.co.uk

The Chair of Trust Board is: Ron Searle
Contact details: rsearle@ietmat.co.uk

Wey Valley College (incorporating The Well Project)

Designated Safeguarding Lead (DSL) is: Ricky Banner
Contact details: rbanner@ietmat.co.uk

Deputy DSL is: Olly May
Contact details: omay@ietmat.co.uk

Deputy DSL is: Pete Brunsden
Contact details: pbrunsden@ietmat.co.uk

Deputy DSL is: Clare Jones
Contact details: cjones@ietmat.co.uk

Deputy DSL is: Debbie Carlisle
Contact details: dcarlisle@ietmat.co.uk

The Trust DSL is: Amy Smith
Contact details: asmith@ietmat.co.uk

The nominated Safeguarding and Child Protection Trustee is: Ron Searle
Contact details: rsearle@ietmat.co.uk

The Head of Centre is: Olly May
Contact details: omay@ietmat.co.uk

The Chair of Trust Board is: Ron Searle
Contact details: rsearle@ietmat.co.uk

Terminology

Safeguarding and promoting the welfare of children is defined as: -
- Protecting children from maltreatment and all forms of abuse;
- Preventing 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;
- Preventing impairment of children's mental health, physical health or development.

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

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

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

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

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

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

MAP refers to the Surrey Multi-Agency Partnership.

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

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with 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. Education and Training (Welfare of Children) Act 2021 – Covers 16-19 academies and further education apprenticeships and technical education.

The Trust 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/college to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

This policy applies to all members of staff, Trustees and Local Governors in the school/college/nursery.

Guidance and documents referred to in this policy

- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2022 (KCSIE)
- 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
- Early Years Foundation Stage statutory framework (2021)
- Teacher Standards
- Information Sharing Advice for Practitioners' guidance 2018
- The Equality Act 2010
- Sexual violence and sexual harassment between children in schools and colleges (2021)
- SCC Safeguarding Children Missing Education (CME) and Educated Other Than at School (EOTaS) – available on Services for Schools Portal
- SCC Touch and the use of physical intervention when working with children and young people – available on Services for Schools Portal

IET Policy Principles & Values

- The welfare of the child is paramount.
- All staff, Trustees and Governors maintain an attitude of '***it could happen here'***.
- Children have a right to feel safe and secure; they cannot learn effectively unless they do so.
- All children have a right to be protected from harm and all forms of abuse.
- All staff, Trustees and Governors understand that children and young people who are LGBTQ+ or those who are perceived to be can be at greater risk

All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the

school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

IET staff acknowledge that working in collaboration with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.

Whilst the Trust will work openly with parents as far as possible, it reserves the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.

IET Policy Aims

To demonstrate IET's commitment with regard to safeguarding and child protection to pupils, parents and other partners.

To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.

To enable Trust schools to effectively contribute to Early Help, assessments of need and support for those children.

To provide robust IET systems and procedures that are followed by all members of the Trust community in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

To ensure that all staff working within IET 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 KCSIE guidance), and a Single Central Record is kept for audit.

IET complies with the [Disqualification under the Childcare Act 2006](#) guidance issued in August 2018.

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:

Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under [name of setting] equality statement and measurable objectives. These are available on our website [hyperlink to document].

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy.

IET also adheres to the principles of and promotes anti-oppressive practice in line with the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

Supporting Children

We recognise that Trust schools 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.

IET will support all children; all IET staff will: -

- Promote a caring, safe and positive environment within the Trust schools.
- Encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.
- Ensure children are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.
- Maintain a 'zero-tolerance' approach to sexual violence and sexual harassment
- Respond sympathetically to any requests for time out to deal with distress and anxiety.
- Offer details of helplines, counselling or other avenues of external support.
- Liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- Understand that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children
- Notify Social Care immediately if there is a significant concern.
- Provide continuing support to a child about whom there have been concerns who leaves a Trust school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school records are forwarded as a matter of priority and within statutory timescales.

Prevention/Protection

IET staff recognise that Trust schools play 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.

IET schools will: -

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to whilst understanding that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused
    - o The setting may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm. The setting recognises 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. 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.

- Liaise and work in partnership with other support services and agencies involved in early help and the safeguarding of children.
- Notify social care without delay if there is an immediate risk of significant harm.
- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activities, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- 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 PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online-safety, accessing emergency services, road safety, water safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more support regarding personal safety/independent travel
- 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 the Trust guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks (please see IET Staff Code of Conduct and the acceptable IT use policy).

Safe Schools, Safe Staff

IET schools will ensure that: -

IET operates a Safer Recruitment procedure that includes statutory checks on staff suitability to work with children.

All staff receive information about the Trust's safeguarding arrangements, the IET Safeguarding Statement, Code of Conduct, Child Protection Policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and [Keeping Children Safe in Education 2022 part 1 and annex A.](#)

All staff receive safeguarding and child protection training (including online safety) at induction in line with advice from [SSCP](#) and [NSPCC](#). Training is regularly updated as required, and at least annually to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All members of staff are trained and receive regular updates in online safety and reporting concerns.

All staff, Trustees and Governors have regular child protection and safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of all forms of abuse.

The Child Protection and Safeguarding Policy is made available via the Trust and schools' websites and that parents/carers are made aware of this policy.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the individual school's staff handbook.

Schools provide a coordinated offer of Early Help when additional needs of children are identified and contribute to Early Help arrangements and inter-agency working and plans.

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

Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures.

The names of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and all forms of abuse.

All staff will have access to Part 1 and Annex A of *'Keeping Children Safe in Education'* 2022 and will sign to say they have read and understood it. This applies to the Trustees and Local Governance Boards in relation to part 2 of the same guidance.

Roles and Responsibilities

All Trust Staff: -

Have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will: -

- Provide a safe environment in which children can learn.
  - o For schools with Early Years provision, this will take specific note of the expectations set out within the Statutory Framework for the Early Years Foundation Stage (section 3)
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to whilst understanding that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused
- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Safeguarding and Child Protection Policy and procedures.
- **Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.**
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.

- Know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being abused' (2015).
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Report low-level concerns (as defined in KCSIE 2022) about any member of staff/supply staff or contractor to the Director of Education/Head of Centre in line with [Surrey LADO guidance].
- Be prepared to refer directly to the Multi Agency Partnership (MAP), and the police if appropriate. We understand that staff have a pivotal role to play in multi-agency safeguarding arrangements. All staff and governors ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Children's Safeguarding Partnership and take account of guidance issued by the Department for Education.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a Child Protection Plan or Child in Need Plan who has unexplained absence.
- Be vigilant about children's mental health and understand the potential links to their safety and wellbeing: -
    - Ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
    - Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.
    - Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
    - Where children have suffered any form of abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences can impact on their mental health, behaviour and education.
    - If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection policy and procedure and speaking to the designated safeguarding lead or a deputy.
- Have an understanding of Early Help and be prepared to identify and support children who may benefit from it.
- Will identify children who may benefit from Early Help, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school's pastoral support process or an Early Help assessment). In some circumstances it may be appropriate for a member of school staff to act as the lead professional in Early Help cases.
- Liaise with other agencies that support pupils and provide Early Help.

- Know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the role of the DSL, the IET Child Protection Policy, Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Trustees, Governors and Director of Education/Head of Centre in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

The Director of Education/Head of Centre

In addition to the roles and responsibilities of all staff the Director of Education/Head of Centre 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.
- The setting's staff have appropriate knowledge of KCSIE (2022) part 5 (Child-on-child sexual violence and sexual harassment)
- All staff are aware of the role of the Designated Safeguarding Lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- That opportunities are provided for a co-ordinated offer of Early Help when additional needs of children are identified.
- Deputy DSLs are trained to the same standard as the DSL and they are clear about their role as set out in this policy and related national guidance. DSLs and Deputy DSLs will receive annual written confirmation of their appointment to/continuation of their role.
- Adequate and appropriate DSL cover arrangements are in place for any out-of-hours/out-of-term activities.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and which 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 whistleblowing procedures.
- Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- That allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Children's Safeguarding Partnership (CSP) and Surrey County Council (SCC).

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

The Designated Safeguarding Lead (DSL)

(Duties are further outlined in KCSIE (2022, Annex C)

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

- Work in partnership with the Trust Safeguarding Lead and IET DSL network
- Hold the lead responsibility for safeguarding and child protection (including online safety) in the school; this responsibility is not able to be delegated.
- Have an "it could happen here" approach to safeguarding.
- Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.
- The designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. The National Police Chief's Council (NPCC) sets out when to call the police in their Child Centred Policing guidance. DSLs will understand when it is necessary to involve the police and what to expect when they do so: - -
  o [F (npcc.police.uk)](npcc.police.uk)
- Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the Multi-Agency Partnership (MAP), and act as a point of contact and support for school staff. Requests for support should be made securely by email to cspa@surreycc.gov.uk using the **Request for Support Form** urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).
- Report concerns that a pupil may be at risk of radicalisation or involvement in terrorism, following the [Prevent referral process](#) and use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought, dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.
- The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the 'case manager' and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Follow KCSIE and DfE guidance contained in [Sexual violence and sexual harassment between children in schools and colleges 2021](#) and be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.
- Follow relevant DfE guidance and KCSIE 2022 on 'Child on Child abuse' when a concern is raised that there is an allegation of a child abusing another child within the setting.

- 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.
- Working with the Trust Safeguarding Lead, act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of SSCP procedures and understand the assessment process for providing early help and statutory intervention, in line with Surrey's Effective Family Resilience levels of need document.
- Have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where Early Help intervention is appropriate.
- Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCO) on matters of safety and safeguarding and consult the CSP Levels of Need document to inform decision making and liaison with relevant agencies.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online at school; in particular, understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (using appropriate secure online software – CPOMS), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.
- Ensure that an indication of the existence of the additional Child Protection file is marked on the pupil/young person school file record.
- Ensure that when a pupil/young person transfers school (including in-year and at the end of year 11 to college), their Child Protection file is archived with CPOMS and transferred to the new school (ideally either electronically via CPOMS or via Egress), within statutory 5 day timescales (separately from the main pupil/young person file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that when a pupil/young person transfers school (including in-year) and is on a Child Protection Plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.
- Ensure that when a pupil/young person is removed from roll due to a move abroad or elective home education that the file is archived and the appropriate local authority department notified.

- Ensure that when a pupil/young person ends their formal education with an IET school the safeguarding file will be archived until their 26th birthday, when it will be destroyed. The exception is for any child who has suffered sexual abuse as these should be held indefinitely.
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Report to the Director of Education/Head of Centre any significant issues for example, use of the SSCP multi-agency escalation procedures, enquiries under section 47 of the Children Act 1989 and police investigations.
- Ensure that the case holding Social Worker is informed of any child currently with a Child Protection Plan who is absent without explanation.
- Ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, code of conduct and Keeping Children Safe in Education (KCSIE 22) Part 1 and annex A and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership, Trustees and Governors, the Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware of the role of the school in making referrals about suspected harm and abuse.
- Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- Contribute to and provide, with the Director of Education/Head of Centre and Chair of the Local Governance Board, the 'Audit of Statutory Duties and Associated Responsibilities' to be submitted annually to the Surrey County Council, Education Safeguarding Team.
- Ensure that the names of the Designated Safeguarding and Child Protection Lead and deputies, are clearly advertised, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- Report to the Headteacher/Director of Education/Head of Centre any significant issues for example, use of [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.](#)
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2022.

The Deputy Designated Safeguarding Lead(s)

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

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.

- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All members of The Trust and Local Governance Boards (LGB) understand and fulfil their responsibilities to ensure that: -

- The Trust has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.
- Policies are consistent with Surrey Safeguarding Children Safeguarding Partnership (SSCP) and statutory requirements, are reviewed annually and that the Child Protection Policy is available on the school website.
- The SSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- The Trust operates a Safer Recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training. If there is not a panel conducting interviews, then the individual will have completed the Safer Recruitment training.
- At least one member of the Trust Board and each LGB has completed Safer Recruitment training to be repeated every three years.
- All Trustees and governors undertake regular safeguarding training at induction and this is updated regularly
- Staff have been trained appropriately and this is updated in line with guidance, and all staff have read Keeping Children Safe in Education (2022) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- All staff including temporary staff and volunteers are provided with the IET Child Protection Policy and Staff Code of Conduct 22.
- The school has procedures for dealing with allegations of abuse against staff (including the Head/Director of Education/CEO), 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 been had they not resigned.
- A nominated safeguarding Trustee is appointed by the Trust Board.
- A nominated Governor for safeguarding is identified from the Trust Board and within each LGB.
- All governors and Trustees have read and understand the role of the DSL as detailed in Annex C of KCSIE 22.
- A member of the Senior Leadership Team has been appointed by the Trust as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the annual letter from the Trust.
- On appointment, the DSL and deputy(s) undertake inter-agency training and also undertake DSL 'New to Role' and 'Update' training every two years as well as attending DSL network events, to refresh knowledge and skills.

- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationships and sex education (RSE).
- The school will comply with DfE and Surrey County Council [Children Missing Education](#) requirements.
- The SSCP is informed in line with local requirements about the discharge of duties via the Biennial (s 157 s 175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via The Virtual College – ENABLE to Surrey County Council.
- The Trust will comply with regular data returns requested by the Local Authority, regarding all pupils/young people, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.
- The Trustees, Governors and school will ensure application filters and monitoring systems are in place to safeguard children online.
- Enhanced DBS checks (without barred list checks, unless the Governor is also a volunteer at the school) are in place for all Members, Trustees and Governors.
- All IET schools will conduct a regular audit of safeguarding and any weaknesses in Safeguarding are reported to the Trust Safeguarding Lead and remedied immediately. The results of the audit will be reported to the LGB annually.
- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and Trustees 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 Governing bodies/Proprietors/Management Committees hire or rent out school or college 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.

Confidentiality, Sharing and Withholding Information

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

The school will refer to the guidance in the in the data protection: toolkit for schools - www.gov.uk/government/publications/data-protection-toolkit-for-schools
guidance to support schools with data protection activity, including compliance with the GDPR. Information will be shared with staff within the school who 'need to know'. Relevant staff have due regard to Data Protection principles which allow them to share (and withhold) information.

All IET staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All IET staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and

safeguarding are personal to children and families, in this respect they are confidential, and the Director of Education/Head of Centre or DSLs will only disclose information about a child to other members of staff on a 'need to know' basis.

All staff will always undertake to gain parent/carers' consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

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

1. Make an initial record of the information related to the concern.
2. Report it to the DSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible **and within 24 hours** of the occurrence, of all that has happened, including details of:

   - Dates and times of their observations
   - Dates and times of any discussions in which they were involved
   - Who was present
   - Any injuries
   - Explanations given by the child / adult
   - The demeanour/non-verbal behaviours of the child
   - Rationale for decision making and action taken
   - Any actual words or phrases used by the child.

5. The records must be signed and dated by the author or equivalent on electronic based records (CPOMS).
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to MAP (and the police if appropriate) if there is the potential for immediate significant harm.

Following a report of concerns the DSL must: -

1. **Using the 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 MAP and the police if it is appropriate.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the MAP. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
   If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the MAP. By sending a Request for Support Form by secure email to: - cspa@surreycc.gov.uk or contact the Children's Single Point of Access (C-SPA) consultation line on 0300 470 9100 to discuss the concerns. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken.

3. If the DSL feels unsure whether a referral is necessary, they can telephone the C-SPA to discuss concerns

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

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

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

7. The exception to this process will be in those cases of known FGM where there is a [mandatory reporting duty](#) for the teacher to report directly to the Police where they either: -

   ● Are informed by a girl under 18 that an act of FGM has been carried out on her; or
   ● Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth.

Child Protection Procedures

The following procedures apply to all staff working in IET schools and will be covered by training to enable staff to understand their roles 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 child is being harmed, abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

Dealing with safeguarding concerns

All IET staff

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

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

All staff should understand that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

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

Guiding principles, the seven R's

Receive

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

Reassure

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

Respond

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

Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the MAP or Police, as appropriate directly

- If you are dissatisfied with the level of response you receive following your concerns, you should press for reconsideration

Record

- If possible, make some very brief notes at the time, and write them up as soon as possible **Within 24 hours** ensure that CPOMS has been updated
- Keep your original notes on file
- Record the date, time, place, person/s present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

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

Review (led by DSL)

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

What happens next?

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

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Director of Education/Head of Centre/ Trust DSL and/or may contact the MAP.

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

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

Safeguarding concerns and allegations against adults who work with children – referral to the Local Authority Designated Officer (LADO)

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

> o *behaved in a way that has harmed a child, or may have harmed a child;*
> o *possibly committed a criminal offence against or related to a child; or*
> o *behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children*
> o *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, volunteer or other adult to the Director of Education/Head of Centre immediately.
- If an allegation is made against the Director of Education/Head of Centre, the concerns need to be raised with the CEO.
- If an allegation is made against the CEO then the concerns need to be raised with the Chair of the Trust as soon as possible. If the Chair of the Trust is not available, then the LADO should be contacted directly.
- There may be situations when the Director of Education/Head of Centre, CEO or Chair of the Trust 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 Director of Education/Head of Centre, CEO or Chair of the Trust they will contact the LADO (as part of their mandatory duty) on 0300 123 1650 option 3 LADO or Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school/college 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/college to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2022) and the SSCP procedures.

Low-level concerns

The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the setting may have acted in a way that: -

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and

- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the setting's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

The setting creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

Reports should be made to the Director of Education/Head of Centre in a timely manner. If the Director of Education/Head of Centre has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

What is child abuse?

The following definitions are taken from Working Together to Safeguard Children (2018). 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 Surrey's [Effective Family Resilience and Levels of Need document.](#)

What is abuse and neglect?

All forms of abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act 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 a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse 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.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. 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. 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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

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. 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 online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is 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: -

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The **Graded Care Profile (GCP2)** is available to provide more detailed information regarding the assessment of neglect.

Indicators of abuse

Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to: -

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision or stimulation
- Ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old: -

- Frequently going hungry
- Frequently having to go to school in dirty clothes
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- Being abandoned or deserted
- Living at home in dangerous physical conditions
- Not being taken to the doctor when ill
- Not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel

unsure or concerned, do something about it. Don't keep it to yourself. The [Neglect Risk Assessment Tool](#) provides staff with a resource to identify and act on concerns regarding neglect.

Physical indicators of neglect
- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect
- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional abuse

The nature of emotional abuse

- Most harm is produced in *low warmth, high criticism* homes, not from single incidents.
- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person – as in domestic abuse.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues
- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour
- Acceptance of punishment which appears excessive
- Over-reaction to mistakes

- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour - e.g. wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues
- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses
- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g. knees, shins.

Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g. fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument - e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g. electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: -

- The explanation given does not match the injury
  The explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- No explanation is forthcoming
- The child (or the parent/carer) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault

You should be concerned if a child: -

- Is reluctant to have parents/carers contacted
- Runs away or shows fear of going home
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves during hot weather
- Is unnaturally compliant in the presence of parents/carers
- Has a fear of medical help or attention
- Admits to a punishment that appears excessive.

Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. The [SSCP professional guidance](#) provides school staff with information regarding indicators of CSE (further information about CSE is available on pages 45-46).

Characteristics of child sexual abuse: -

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic.
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online).
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations:
- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Sexual violence and sexual harassment between children in schools

Peer on Peer/Child on Child Abuse

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.

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 well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

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

IET schools are aware of the importance of: -

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- understanding that girls are more likely to be victims and boys are more likely to be perpetrators and that all peer on peer abuse is unacceptable and will be taken seriously

It is important to recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Professionals should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. Schools should think very carefully about terminology, when using language such as 'perpetrator' or 'alleged perpetrator' especially when speaking in front of children.

Policy

We believe that all children have a right to attend school/college and learn in a safe environment. Children should be free from harm by adults and other children in school/college

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 (2021) and following recommendations from the [Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021).](#)

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of peer on peer/child on child abuse by (ref. P18/para 38 'the role of education in prevention from 'Sexual Violence and Harassment between Children in Schools DFE 2021'): -

Prevention

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

Identifying and Responding to reports of sexual violence and sexual harassment

Sexual Harassment

Sexual harassment is identified as 'unwanted conduct of a sexual nature' this can occur online and offline.

Sexual Harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
    - • sexualised online bullying
    - unwanted sexual comments and messages, including, on social media;
    - sexual exploitation; coercion and threats

Harmful Sexual behaviour

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Further information can be found in the *NSPCC: Harmful sexual behaviour* guidance.

Children 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.

Considering confidentiality and anonymity

The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children.

The designated safeguarding lead (or a deputy) should consider the following:

- 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 children's social care; and
- 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.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.
- The DSL /DDSL will follow the actions set out in the 'responding to sexual abuse or sexual harassment flow chart' (IET 2021)

- Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the MAP securely email: cspa@surreycc.gov.uk or telephone 0300 470 9100, as appropriate.

Risk Assessment

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

The risk assessment will consider: -

- The victim, especially their protection and support
- The alleged perpetrator, their support needs and any disciplinary action
- All other children at the school
- The victim and the alleged perpetrator sharing classes and space at school
- The risk assessment will be recorded and kept under review.
- Any location within the school premises that may relate to the concerns and any necessary mitigation actions

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils/young people.

Support regarding risk assessments can be accessed from the [Education Safeguarding Team](mailto:education.safeguarding@surreycc.gov.uk) – education.safeguarding@surreycc.gov.uk

Action: The DSL will consider: -

- The wishes of the victim
- The nature of the incident including whether a crime has been committed and the harm caused
- Ages of the children involved
- Developmental stages of the children
- Any power imbalance between the children
- Any previous incidents
- Ongoing risks
- Other related issues or wider context
- Any location on the school premises that relates to the concern and any necessary mitigation actions

Options

- Manage internally
- Early Help intervention
- Refer to MAP
- Report to the police (generally in parallel with a referral to MAP)

Recording

Allegations of child on child abuse, sexual abuse and harassment will always be recorded electronically using the CPOMS system. Incidents will be recorded using the Trust's category list and appropriate action undertaken. The number of incidents under each category will be reported to the LGB on a termly basis. Trends in data are analysed across the Trust and reported to the lead Trustee for safeguarding. Analysis will inform future staff CPD and support.

Ongoing Response

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care. (ref. para 73/74 of 'Sexual violence and sexual harassment between children' DFE 2021)

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 (ref. para 73/74 of 'Sexual violence and sexual harassment between children' DFE 2021).

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other pupils/young people) (ref. p.43 of 'Sexual violence and sexual harassment between children' DFE 2021).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Director of Education/Head of Centre should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college 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 & adults affected will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

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

Physical Abuse

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

Child-on-child abuse can take different forms, such as;
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting

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

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

References: -
DfE Keeping Children Safe in Education 2022
DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges September 2021

Brook Traffic Light Tool

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and once Brook training has been undertaken it can be used to help professionals: -

- **Identify** behaviour and establish if sexual behaviour is typical or developmentally appropriate, problematic or harmful.
- **Understand** what that behaviour is communicating and why the child or young person may be exhibiting the behaviour.
- **Respond** – the type of response will depend on what's motivating the behaviour, what the behaviour is communicating and the severity of the behaviour

The school recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

Anti-Bullying/Cyberbullying

The Trust 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.

IET schools keep a record of known bullying incidents which is shared with, and analysed by, the Local Governance Board. All staff are aware that children with SEND and/or differences/ perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm,' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Director of Education/Head of Centre and the DSL will also consider child protection procedures.

PSHE education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

Online Safety

The Trust has an online safety policy which explains how we try to keep pupils/young people safe in school and how we respond to online safety incidents.

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, but not exclusive to Facebook, twitter, Instagram, snapchat and voodoo and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.

Pupils/young people 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

Pupils/young people are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The trust online safety co-ordinator is Simon Whittington.

Racist Incidents

The IET 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. IET schools keep a record of racist incidents.

Radicalisation and Extremism and Terrorism

[The Prevent Duty for England and Wales (2015)](#) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

IET is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

IET 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.

IET staff receive training to help identify early signs of radicalisation and extremism.

Further information and a list of such indicators can be found at [Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)](educateagainsthate.com)

Opportunities are provided in the curriculum to enable pupils/young people to discuss issues of religion, ethnicity and culture and the school follows the [DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).](#)

The Trustees, LGBs, the Director of Education/Head of Centre and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, [due diligence checks for external speakers and private hire of facilities](#), anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil/young person may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the [Prevent referral process](#) 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.

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

Indicators of vulnerability to radicalisation

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

Extremism is defined by the 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/young people 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 pupil/young person is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil/young person 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 pupil's/young person'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 pupil/young person may have perceptions of injustice or a feeling of failure;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs and Disability – pupils/young people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include: -

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

The Department of Education guidance The Prevent Duty can be accessed via this link.

Domestic Abuse

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

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

[Domestic Abuse Act](#) received Royal Assent on 29 April 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, based on the previous cross-government definition, 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).

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

All staff understand that the impact of domestic abuse can potentially be both short and long term impact on children's health, wellbeing and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships.

IET schools are enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey Schools; where every school day morning our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at a IET school (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.
Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

IET staff are aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The DSL will consider the published Children's Safeguarding Partnership guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the DSL identifies any level of concern the DSL should contact the MAP and email a Request for Support Form. If a child is in immediate danger the police should be called on 999.

IET staff are aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

IET includes the risks of sexual exploitation in the PSHE and SRE curriculum. Pupils/young people will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

Child Criminal Exploitation (CCE) & Gangs

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

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

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

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

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

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. IET staff are aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

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

Sharing Nudes and Semi Nudes

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Sharing Nudes/Semi-Nudes refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.

- A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving making or sharing nudes/semi-nudes, they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy, or print the images.

The DSL should hold an initial review meeting with appropriate school/college staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a child has been harmed or is at risk of harm a request for support should be made to the C-SPA and/or the Police as appropriate.

Immediate request for support at the initial review stage should be made to Children's Social Care/Police if: -

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to SEND).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to children involved and may decide, with input from the Director of Education/Head of Centre, to respond to the incident without referral to the C-SPA or the Police.

During the decision making the DSL will consider if: -

- There is a significant age difference between the sender/receiver.

- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image has been more widely distributed.
- There are other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced sexual imagery previously.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the C-SPA or the Police.

The DSL will record all incidents of making, sharing and sending nudes and semi-nudes including the actions taken, rationale for actions and the outcome.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include: -

- increased absence from the setting
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- 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.

Staff are aware that violence can often peak in the house just before and after the children attend the setting which includes travelling to and from the setting.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: - sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. [A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s](), which are identified in the course of their professional work, to the police.

The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.

School staff are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils/young people about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm, the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the MAP and/or the Forced Marriage Unit 200 7008 0151.

So-called 'Honour'-based Abuse (HBA)

Honour-based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour-based abuse might be committed against people who: -
- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

The school is aware that if the victim is not offered support following disclosure, that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

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.

Should any member of staff believe a child/young person is living away from the family home, (without a close family member) for a period of 28 days or more, CSPA should be contacted immediately.

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.

IET staff recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a pupil/young person may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify the CSPA immediately.

Children Looked After and Previously Looked After Children

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

The Trust ensures that staff have the necessary skills and understanding to keep looked after children safely. 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, Governor and Trustee for children looked after will have the appropriate level of training to equip them with the knowledge and skills to undertake their role.

The designated teacher for children looked after and the DSL 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 Head to discuss how Pupil 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.

Children with Special Educational Needs and Disabilities or health issues

Children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These can include: -

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so.

Any reports of abuse will require close liaison with the DSL and the SENDCO. The setting will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

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.

IET recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Where possible the school will hold more than one emergency contact number for each pupil/young person.

The school will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006.

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

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

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

Pupils Missing Out on Education (PMOOE) and the use of Alternative Provision

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

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

The school will ensure that parents (and the local authority where the pupil/young person has an EHCP) are given clear information about alternative provision placements and reduced or modified timetables: - why, when, where, and how they will be reviewed.

- **The Director of Education/Head of Centre and SLT will retain oversight of the school processes for pupils accessing alternative provision (AP)**
- **The school will visit the AP to review safeguarding processes and procedures prior to the planned start date**
- **All records of the risk assessment process will be completed in line with the Trust guidance**
- **IET staff understand that the safeguarding of pupils/young people accessing an AP remains the responsibility of school where the pupil/young person is on roll.**
- The school will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil/young person is benefitting from it.
- The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child.
- The school will comply with regular data returns requested by the Local Authority, regarding all pupils/young people of statutory school age, attending alternative provision and/or on a reduced or modified timetable.
- The school leadership will report to the LGB of any formal direction of a pupil/young person to alternative provision to improve behaviour.
- The school leadership will report to the LGB information regarding the use and effectiveness of the use of alternative provision and modified timetables.

School Attendance and Behaviour

Additional policies and procedures are in place regarding school attendance and behaviour.

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

IET schools will work in partnership with Surrey Police and other partners for reporting children that go missing from the school site during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Restrictive Physical Intervention

IET acknowledges that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in "PRICE" techniques. This approach will be continuously quality assured and moderated, and the use of these techniques will be closely monitored both within the school and across the Trust.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

When undertaking measures to support CYP with SEND with their behaviour, such as the use of isolation and safe spaces, the school will consider the risks, given the additional vulnerabilities.

Surrey County Council guidance Touch and the use of restrictive Physical Intervention When Working with Children and Young People provides further detailed information.

Whistleblowing

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing Policy.

The NSPCC whistleblowing helpline is 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 their school. Staff can call: - 0800 028 0285 – this line is available from 8:00am to 8:00pm, Monday to Friday and Email: - help@nspcc.org.uk.

Live Lessons/Remote Education

The use of live streaming for lessons/contact is now a decision for senior leadership teams in each school. Where an SLT considers the use of live-streamed content to be an important part of the home learning offer, this decision must be suitably risk assessed. The outcome of this risk assessment must be approved by the SLT/DSL.

The following protocols must be adhered to: -

- Any safeguarding concerns arising from a live lesson/contact must be reported to the DSL as per the safeguarding flowchart

- The lesson/contact must be conducted on Google Meet signed in through your school account

- Staff must follow the guidance for setting up live lessons/activities to ensure pupils/young people can only access through their IET accounts and are not able to join others into to the session

- The following steps will be taken to quality assure contact sessions with individual pupils/young people;

  o staff undertaking these sessions will be selected by the SLT

  o sessions will be recorded with the pupil's/young person's/parent's consent. In the event of pupil's/young person's parents not giving consent, notes will be entered into CPOMS monitored by the DSL team

  o all notes/recordings will be recorded and uploaded to CPOMS and monitored by the DSL team

  o In the event of concerns/issues, the DSL will notify the Trust Safeguarding Lead

- If sharing the desktop, ensure that any confidential information (e.g. emails) are not visible to pupils/young people.

- The teacher must consider where they are running the lesson from e.g. minimising the risk of interruption from household members and considering what is visible on screen. Do not stream lessons from bedrooms.

- The teacher must log which pupils/young people take part in the lesson and retain this information

- The teacher must avoid 1-1 unless pre-approved by the Director of Education/Head of Centre and DSL

- Any issues or concerns about the lesson or pupils/young people participating must be reported to the Director of Education/Head of Centre/DSL immediately

Staff using live lessons should also be aware of the following: -

- Pupils/young people can rejoin old meetings or stay in the meetings using their video once this function is enabled

- Any calls to pupils/young people have to be from a calendar invite

- IT will not be able to monitor or audit the video content. Pupils/young people may be able to record the screen using other tools. IT can review all comments and posts.

- If staff are recording lessons note this is a manual process and staff must end the recording for it to save before they leave the meeting

Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police Officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any Police Officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded in CPOMS.

If, having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the Officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned[1] before questioned about an offence[2], or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

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[1] The police caution is: - *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

[2] A person need not be cautioned if questions are for other necessary purposes, e.g.: - (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek cooperation while carrying out a search; or to seek verification of a written record.

The appropriate adult' means, in the case of a child: -

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not: -
   a. a police officer;
   b. employed by the police;
   c. under the direction or control of the chief officer of a police force; or
   d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019.

https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible

Working in partnership with the Police

The Police may arrive at school for a variety of reasons. Sometimes, these are pre-arranged to meet with staff, or with a member of staff and a children/young person. Regardless of the reason **it is important that the Safeguarding needs of the child are identified and met** first before any criminal investigation.

 If the Police arrive, please follow the below guidelines: -

● The Police must sign in as a visitor, stating who they are intending to meet.
● If the Police ask to meet a child/young person, please ask which member of staff they will also be meeting.
● The Police must not meet a child/young person without another adult present.
● The Police may meet a child/young person with a social worker, please make sure a member of the safeguarding team is alerted prior to this meeting taking place as they will confirm this can go ahead – do not assume.
● If you are uncertain, please seek information from DSL/DDSL. If they are not available, please speak to another member of SLT.
● A child/young person must not be left alone with the Police even for a short period of time unless,
● we have parental permission – in writing or a member of staff has spoken to the parent
● The child/young person and parent do not want a member of staff present
● A member of staff is present to meet and depart the Police officer and is present outside the meeting room.
● The police should not be allowed to search a child/young person without their parent present

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

Surrey County Council Education Safeguarding Team
https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/safeguarding
NSPCC: www.nspcc.org.uk/

ChildLine: www.childline.org.uk/pages/home.aspx

CEOP Thinkuknow: www.thinkuknow.co.uk/

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

Growing Against Violence www.growingagainstviolence.org.uk

Childnet International - making the internet a great and safe place for children. Includes resources for professionals and parents www.childnet.com/

Safer Internet Centre www.saferinternet.org.uk/

Contextual Safeguarding Network www.contextualsafeguarding.org.uk/

CSE Toolkit - http://cse-toolkit.co.uk/

Child Centred Policing (NPCC)

Appendix A – Brook Traffic light toolkit (ages 0 – 18)

The following charts list specific examples of green, orange and red light behaviours at various ages. Take into account the age and ability level of the child or young person and others involved as well as the location, frequency and nature of the behaviour.

All behaviour must be considered in context.

0-4 years

Green	Orange	Red
• Comfortable being nude	• Masturbation in preference to other activities	• Compulsive masturbation which may be self-injurious, of a persistent nature or duration
• Body touching and holding own genitals	• Preoccupation with sexual behaviours	• Persistent explicit sexual themes in talk, art or play
• Unselfconscious masturbation	• Explicit sexual talk, art or play	
• Interest in body parts and functions	• Persistently watching or following others into private spaces e.g. toilets, bathrooms to look at them or touch them	• Disclosure of sexual abuse
• Wanting to touch familiar children's genitals during play, toilet or bath times		• Simulation of sexual touch or sexual activity
• Participation in games involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine"	• Pulling other children's pants down or skirts up against their will	• Persistently touching the genitals/ private parts of others
	• Touching the genitals/private parts of other children in preference to other activities	• Forcing other children to engage in sexual activity
• Asking about or wanting to touch the breasts, bottoms or genitals of familiar adults e.g. when in the bath or shower	• Attempting to touch or touching adults on the breasts, bottom, or genitals in ways that are persistent and/or invasive	• Sexual behaviour between young children involving penetration with objects, masturbation of others, oral sex
• Supervised online communication with family or known peers	• Touching the genitals/private parts of animals after redirection	• Indication of a sexually transmitted infection
	• Recurrent urinary tract infections	• Communicating online with known and unknown people which may include giving out personally identifying details and / or sexual images or videos
	• Communicating online with known people which may include giving out personally identifying details	

5-7 years

Green	Orange	Red
• Increased sense of privacy about bodies	• Persistent rubbing / touching own genitals after redirection	• Rubbing / touching own genitals to the exclusion of usual activities
• Body touching and holding own genitals	• Masturbation in preference to other activities in public; with others and/or causing self-injury	• Masturbation that is compulsive, self-injurious , self-harming, or seeking an audience
• Masturbation with increasing awareness of privacy	• Explicit talk, art or play of sexual nature	• Rubbing own genitals on other people
• Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine"	• Playing / attempting to play "show me yours and I'll show you mine" games with significantly older or younger children	• Disclosure of sexual abuse
		• Simulation of sexual touch or sexual activity
	• Persistent attempts to touch the genitals of other children	• Forcing other children to play sexual games
• Curiosity about sexuality e.g., questions about babies, gender, relationships, sexual activity	• Persistent interest in touching or viewing other people's private body parts / private activities	• Sexual knowledge beyond expected for age or stage of development
• Telling stories or asking questions, using swear words, 'toilet' words or names for private parts	• Persistent questions about sexuality despite being answered	• Indication of a sexually transmitted infection
• Kissing or holding hands with known peers	• Persistent nudity and/or exposing private parts in public places	• Excessive talk about sex and sexual activity
• Mimicking or acting out observed behaviours such as pinching a bottom	• Touching genitals/private parts of animals after redirection	• Communicating online with known and unknown people which may include giving out personally identifying details and / or sexual images or videos
• Supervised online communication with family or known peers	• Recurrent urinary tract infections	
	• Communicating online with known people which may include giving out personally dentifying details	

8-12 years

Column 1 (green)

- Growing need for privacy
- Masturbation, with increasing awareness of privacy
- Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine" games with peers
- Showing curiosity about private parts but having a respect for the privacy of others
- Hugging, kissing, flirting, touching with known peers
- Interest and/or participation in a relationship with a peer of any gender
- Curiosity and seeking information about sexuality
- Use of sexual language
- Exhibitionism amongst same age peers within the context of play e.g. occasional flashing or mooning
- Communicating online with family and known peers

Column 2 (orange)

- Masturbation in preference to other activities, in public and/or causing self-injury
- Persistent explicit talk, art or play which is sexual or sexually intimidating
- Intentional viewing of other people's private body parts / private activities
- Marked changes to behaviour e.g. mimicking older or adult flirting behaviours, seeking relationships with older children or adults in preference to peers
- Simulation of sexual activities e.g. oral sex, sexual intercourse with clothes on
- Mutual /self-masturbation with known and unknown peers
- Hugging, kissing, flirting, touching with unknown peers
- Accessing age restricted materials e.g. movies, games, internet with sexually explicit content
- Persistent expression of fear of sexually transmitted infection or pregnancy
- Recurrent urinary tract infections
- Communicating online with known people which may include giving out personally identifying details

Column 3 (red)

- Compulsive masturbation e.g. self-harming, seeking an audience
- Persistent bullying involving sexual aggression e.g. pulling/lifting/removing other children's clothing, sexually threatening notes, sending sexually explicit material, drawings, text messages
- Degrading or humiliating self or others using sexual themes
- Disclosure of sexual abuse
- Accessing the rooms of sleeping children to touch or engage in sexual activity
- Touching another person's genitals without permission
- Sexual activity or penetration with animals, dolls/stuffed toys
- Participating in or simulating intercourse and/or oral sex with known or unknown peers with clothes off
- Sexual activity in exchange for material items or privileges
- Indication of sexually transmitted infection or pregnancy
- Communicating online with unknown people which may include giving out personally identifying details
- Communicating online with known and unknown people to send or publish sexual images, videos or audio of self or another person

13-15 years

Column 1 (green)

- Need for privacy
- Masturbation in private
- Accessing information about sex and sexuality
- Viewing age and developmentally appropriate materials for sexual arousal e.g. music videos, magazines, movies
- Sexually explicit mutual conversations and/or use of humour and obscenities with peers
- Interest and/or participation in a relationship with a peer of any gender
- Mutually consenting sexual activity for pleasure, in private, with a known peer of similar age/developmental ability
- Communicating online with peers
- Arranging a meeting with a known peer, who they communicate with online, with the knowledge of a known adult

Column 2 (orange)

- Sexual preoccupation which interferes with daily functioning
- Sexual activity with a person of more than two years age difference, developmental ability and/or peer grouping
- Viewing age and developmentally inappropriate materials for sexual arousal e.g. music videos, magazines, movies
- Indication of sexually transmitted infection or pregnancy
- Viewing of others while they are engaged in sexual activity or nudity
- Explicit communications, art or actions which are obscene or sexually intimidating
- Exposure of private parts in a public place with peers e.g. flashing
- Recurrent urinary tract infections
- Communicating online with unknown people which may include giving out personally identifying details
- Communicating online to send or publish sexual images, videos or audio of self or another person with or without their consent
- Arranging a meeting with an online acquaintance accompanied by a peer or known adult

Column 3 (red)

- Compulsive masturbation e.g. self-harming, in public, seeking an audience
- Engaging vulnerable others in a process to gain sexual gratification by using grooming techniques, e.g. gifts, lies, flattery
- Force or coercion of others into sexual activity
- Disclosure of sexual abuse/sexual assault
- Sexual activity or penetration with animals, dolls / stuffed toys
- Unsafe sexual activity, including unprotected sex, sexual activity while intoxicated, multiple partners and/or frequent change of partner
- Sexual activity in exchange for material items or privileges
- Sexual contact with others of significant age and/or developmental ability
- Creating, possessing, accessing or sending child exploitation materials e.g. photos of children naked or in sexual activities
- Harassing or coercing others to take or send sexual images videos or audio
- Deliberately sending and/or publishing sexual images videos or audio of another person without their consent
- Arranging a meeting with an online acquaintance unaccompanied by a peer or known adult

16-18 years

Column 1 (green)

- Need for privacy
- Masturbation in private
- Accessing information about sexuality
- Viewing materials for sexual arousal e.g. music videos, magazines, movies
- Sexually explicit mutual conversations and/or use of humour and obscenities with peers
- Interest and/or participation in a relationship with a person of any gender
- Mutually consenting sexual activity for pleasure, in private, with a partner of similar developmental ability
- Communicating online with peers
- Arranging a meeting with an online acquaintance accompanied by a known peer or adult

Column 2 (orange)

- Sexual preoccupation which interferes with daily function
- Viewing of others while they are engaged in sexual activity or nudity
- Explicit communications, art or actions which are obscene or sexually intimidating
- Sexual activity in exchange for material items or privileges
- Exposure of private parts in a public place with peers e.g. flashing
- Unsafe sexual behaviour, including unprotected sex, sexual activity while intoxicated, multiple partners and/or frequent change of partner
- Indication of sexually transmitted infection or unplanned pregnancy
- Arranging a meeting with an online acquaintance with the knowledge of a known peer or adult

Column 3 (red)

- Compulsive masturbation e.g. self-harming, in public, seeking an audience
- Preoccupation with sexually aggressive and/or illegal pornography
- Disclosure of sexual abuse/sexual assault
- Sexual contact and activities with animals
- Forcing or manipulating others into sexual activity
- Engaging others in a process to gain sexual gratification by using grooming techniques e.g. gifts, manipulation, lies
- Creating, possessing, accessing or sending child exploitation materials
- Harassing or coercing others to take or send sexual images videos or audio
- Deliberately sending or publishing sexual images videos or audio of another person without their consent
- Arranging a meeting with an online acquaintance without the knowledge of a known peer or adult