The Raleigh School
Child Protection and Safeguarding Policy 2016

Governors' Committee Responsible: Children & Learning Committee

Governor Lead: Claire Handley, Chair of Governors

Nominated Lead Member of Staff: Fiona O'Neill, Headteacher, DSL

(Designated Safeguarding Lead)

Katrina Batey, Deputy Headteacher, DDSL

Status & Review Cycle: Statutory - Annual

Next Review Date: September 2017

Contents

1.0   Introduction

1.1   This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' 2015, and Surrey Safeguarding Children Board SSCB Child Protection Procedures[1]

1.2   The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3   We recognise that all adults, including temporary staff[2], which includes volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

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

1.5   The aims of this policy are:

1.5.1   To support the child's development in ways that will foster security, confidence and independence.
1.5.2   To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
1.5.3   To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
1.5.4   To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
1.5.5   To emphasise the need for good levels of communication between all members of staff.
1.5.6   To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
1.5.7   To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
1.5.8   To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)[3], and a central record is kept for audit. All staff, Governors and volunteers are required to have a DBS check. The exception to this is when for large, whole school events (approx. 3 times a year) there are parents helping on stalls as a one-off.

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[1] The SSCB Child protection Procedures are only available online at www.surreycc.gov.uk/safeguarding
[2] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors
[3] Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

2.0 Safe School, Safe Staff

2.1 We will ensure that:

2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- a senior leader has been appointed as the Designated Safeguarding Lead (DSL),
- on appointment, the DSL's undertake interagency training (SSCB Modules 1&2) and also undertake DSP 'New to Role' and the 'Update' Course every 2 years
- all other staff have Safeguarding training updated as appropriate
- any weaknesses in Child Protection are remedied immediately
- a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through sex and relationship education (SRE).
- that enhanced DBS checks are in place for the Chair(s) of Governors of the school (or all schools where a MAT).

2.1.2 The DSL, as Headteacher is a member of the Leadership Team. The Deputy DSL is the Deputy Headteacher. These Officers have undertaken the compulsory training delivered through the SSCB (Modules 1&2), and, upon appointment will undertake 'DSL New to Role' training followed by biannual updates.

2.1.3 The DSL's who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training. This will be repeated every 5 years.

2.1.4 All members of staff, volunteers, external providers and governors are required to undertake an enhanced DBS check.

2.1.5 The school will pay for the DBS check for governors and volunteers who offer regular support. Where regular support is not offered and a parent wants to accompany a trip, for example, the parent will pay for their own DBS. External providers also pay for their own.

2.1.6 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know with whom to discuss a concern.

2.1.7 All members of staff are trained in and receive regular updates in online safety and reporting concerns (Ref Appendix 3)

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

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

2.1.10 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Induction Pack, Volunteer Guidelines and prospectus

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

2.1.12 Community users organising activities for children are aware of the school's child protection guidelines and procedures.

2.1.13 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO[4] for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)[5] for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

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

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

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

2.5 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website

2.6 All staff will be given a copy of part 1 of Keeping Children Safe in Education 2015 and will sign that they have read and understood it. Similarly this applies to the Governing Body in relation to part 2 of the same statutory guidance.

3.0 Responsibilities

3.1 The DSL's are responsible for:

3.1.1 Referring a child if there are concerns about possible abuse, to the Children's Services Area Referral, Assessment and Intervention Service (RAIS) Team[6], and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)[7]

3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral, including body maps from DSL, all dated.

3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are forwarded on to the child's next school or college.

3.1.4 A copy of the CP file will be retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded.

3.1.5 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.

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[4] LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 200 1006.
[5] Contact the LADO for guidance in any case
[6] All new referrals go to the Referral Assessment and Intervention Service for each area operating 8.00am to 6.00pm. DSL's may consult with an Assistant Team Manager by telephoning the Area RAIS Team.In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898.
[7] On line forms will be e-mailed from the Children's Services Area RAIS Team

3.1.6   Liaising with other agencies and professionals.

3.1.7   Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

3.1.8   Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

3.1.9   Organising child protection induction, and annual update training for all school staff.

3.1.10   Providing, with the Headteacher and Chair of Governors, and contributing to the "Audit of Statutory Duties and Associated Responsibilities" to be submitted to the Education Safeguarding Team at Surrey County Council annually.

4.0   Supporting Children

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

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

4.3.   We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.4.   Our school will support all children by:

4.4.1   Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.4.2   Promoting a caring, safe and positive environment within the school.

4.4.3   Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.4.4   Notifying Social Care as soon as there is a significant concern.

4.4.5   Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

5.0   Confidentiality

5.1   We recognise that all matters relating to child protection are confidential.

5.2   The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.[8]

5.3   All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

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

5.5   We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

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[8] Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008

6.0 Supporting Staff

6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

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

7.0 Allegations against staff

7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

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

7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[9]

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

7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher[10].

7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)[11] at the earliest opportunity.

7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.

7.8 The school will follow the Surrey procedures for managing allegations against staff.

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

7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

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

8.0 Whistle-blowing

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

8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak

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[9] Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website, also the SCC Online safety toolkit
[10] or Chair of Governors in the event of an allegation against the Headteacher
[11] Duty LADO 0300 200 1006

in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

8.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).

9.0 Physical Intervention

9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

9.2 Such events should be recorded and signed by a witness.

9.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.

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

9.5 We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.[12]

9.6 Refer to Positive Handling and Physical Intervention Policy

10.0 Anti-Bullying

10.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms; cyber, racist, homophobic and gender related bullying. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of all known bullying incidents.

11.0 Racist Incidents

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

12.0 Radicalisation and Extremism

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

12.2 The Raleigh School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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[12] 'Guidance on Safer Working Practices is available on the DfE website

12.3   The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Raleigh School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

12.4   Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.

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

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

12.7   This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Surrey Safeguarding Children's Board.

Response

12.8   When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher/DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

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

13.0   Prevention

13.1   We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2   The school community will therefore:

13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

13.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, circle times

13.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

13.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which promote British Values and equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

13.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. See Appendix 6 online safety guidance

14 Domestic Abuse

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

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

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

14.4 The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect. (See Appendix 1)

14.5 Body maps are available from the DSL for recording any marks seen eg bruises, burns etc

15 Health & Safety

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

16 Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:
- Governing Body visits to the school
- LT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for LT and GB to monitor
- Review of parental concerns and parent questionnaires

This policy also links to our policies/other information on:

Behaviour,
Staff Behaviour Policy / Code of Conduct in Staff Handbook
Whistleblowing,
Anti-bullying,
Health & Safety
Allegations against staff,
Parental concerns,
Attendance,
Curriculum
PSHE
Teaching and Learning
Administration of medicines
Drug Education
Sex and Relationships Education
Physical intervention
Online safety, including staff use of mobile phones
Risk Assessment
Recruitment and Selection
Child Sexual Exploitation
Intimate Care
Radicalisation and Extremism

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse

- Emotional Abuse (including Domestic Abuse)

- Sexual Abuse

- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:
- Significant change in behaviour

- Extreme anger or sadness

- Aggressive and attention-seeking behaviour

- Suspicious bruises with unsatisfactory explanations

- Lack of self-esteem

- Self-injury

- Depression

- Age inappropriate sexual behaviour

- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:
- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

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

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

The parent or carer may:
- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

Recognising Physical Abuse

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

Bruising

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

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
- Haemophiliacs bruise easily – check in the office first before raising concern

Bite Marks

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

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

Burns and Scalds

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

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

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

Fractures

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

Non-mobile children rarely sustain fractures.

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

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

Recognising Emotional Abuse

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

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

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

Recognising Domestic Abuse

How does it affect children?

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

What are the signs to look out for?

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

changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

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

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

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

Recognising Signs of Sexual Abuse

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

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

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

Some physical indicators associated with this form of abuse are:
- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

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

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

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

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

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

Assessment

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence

- **Coercion –** the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

Recognising Neglect

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

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

Child Sexual Exploitation

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations

- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

Appendix 2

<u>Forced Marriage (FM)</u>

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

<u>Female Genital Mutilation (FGM)</u>

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

What is FGM?

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

<u>4 types of procedure:</u>

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

Is FGM legal?

No. FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children's services.

Appendix 3

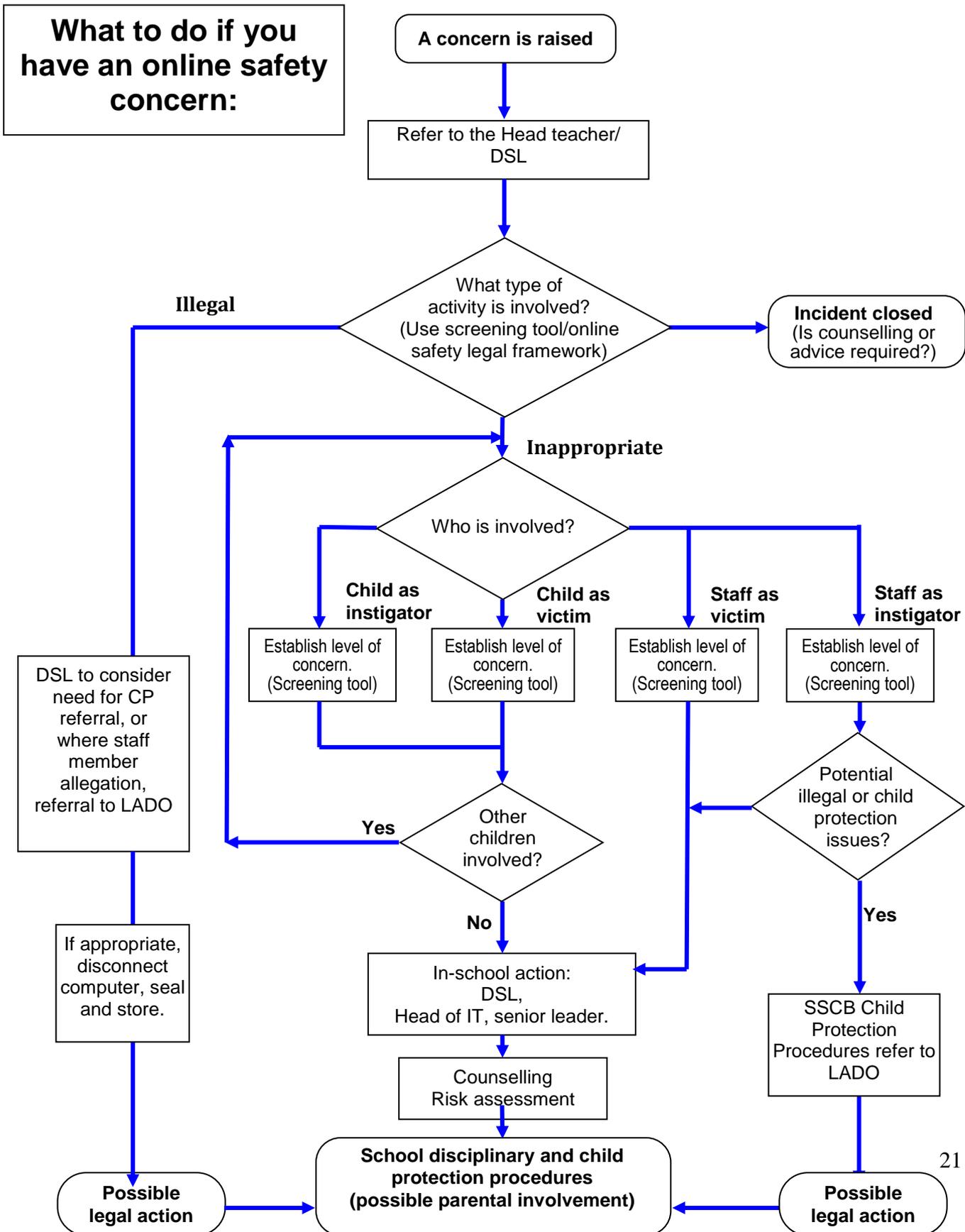**Indicators of vulnerability to radicalisation**

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

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

3.   Extremism is defined by the Crown Prosecution Service as:
       The demonstration of unacceptable behaviour by using any means or medium to express views which:

       - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
       - Seek to provoke others to terrorist acts;
       - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
       - Foster hatred which might lead to inter-community violence in the UK.

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

5.   Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6.   Indicators of vulnerability include:

       - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
       - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
       - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
       - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

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

Appendix 4

What to do if you have an online safety concern:

A concern is raised

Refer to the Head teacher/ DSL

What type of activity is involved?
(Use screening tool/online safety legal framework)

Illegal

Incident closed
(Is counselling or advice required?)

Inappropriate

Who is involved?

Child as instigator

Child as victim

Staff as victim

Staff as instigator

DSL to consider need for CP referral, or where staff member allegation, referral to LADO

Establish level of concern. (Screening tool)

Establish level of concern. (Screening tool)

Establish level of concern. (Screening tool)

Establish level of concern. (Screening tool)

Yes

Other children involved?

Potential illegal or child protection issues?

No

Yes

If appropriate, disconnect computer, seal and store.

In-school action: DSL, Head of IT, senior leader.

SSCB Child Protection Procedures refer to LADO

Counselling Risk assessment

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Possible legal action

School disciplinary and child protection procedures (possible parental involvement)

Possible legal action

Appendix 5

Things to remember for Adults in School in the case of a disclosure:-

1.   Do listen to what the child is saying and take them seriously.
2.   Don't push or probe the child for further information.
3.   Do continue to provide a warm and friendly relationship with the child.
4.   Don't make assumptions because of your knowledge of a family.
5.   Don't panic, keep calm. Try not to show your emotions.
6.   Don't assume someone else will help the child. You may be the first person they trust or tell.
7.   Do make an accurate record of where an injury is sited, and what it looks like, because bruises, cuts and burns disappear quite quickly, or alter in colour. Keep another adult within earshot, near an open door (to protect yourself from allegations). Sign and date the record.
8.   Don't promise the child to keep it secret.
9.   Do record the child's explanation or what has happened, when and where, as soon as possible.
10.   Do consult the Head teacher who is the DSL or the Deputy Headteacher is Deputy DSL.
11.   DSL can contact South West Referral Hub: 0300 123 1640 for advice or the Emergency Duty team: 01483 517898

Appendix 6

Online safety Online Risks

"...The rapid pace of development and the manner in which young people have responded to the opportunities available to them continue to challenge the safeguarding process" Online behaviours of adolescents: Victims, perpetrators and Web 2.0: Atkinson and Newton, Journal of Sexual Aggression, Vol. 16, Issue 1, March 2010, Routledge

Children and young people access the internet using an ever increasing range of technologies with the potential to give them instant access wherever they are. Tablets, smart mobile phones, games consoles, hand held gaming devices and smart TV all give access to the internet in addition to the conventional laptop or desktop. School online safety and acceptable use policies are written to keep pupils safe, internet access is controlled and filtered, however this is often not the case outside school. Schools need to balance their responsibility to keep their pupils safe with their obligation to educate them about the risks inherent in internet use.

Schools have a responsibility to teach children and young people about the potential risks of online activities even though many of those activities will take place outside school. Online safety issues that occur outside school will often have an impact inside school. Schools have a responsibility to help and support children and young people to deal with any online safety problems that they may encounter wherever they occur.

The Byron Review "*Safer Children in a Digital World*" published in 2008 illustrates the potential online risks to children and young people in the following grid:

	Commercial	Aggressive	Sexual	Values
Content (child as recipient)	adverts, spam, sponsorship, personal info	violent/hateful content	pornographic or unwelcome sexual content	bias, racist, misleading info
Contact (child as participant)	tracking, harvesting, personal info	being bullied, harassed or talked about	meeting strangers, being groomed	self-harm, unwelcome persuasions
Conduct (child as actor)	Illegal downloading, hacking, gambling, financial scams, terrorism	bullying or harassing another	creating and uploading inappropriate material	providing misleading info/advice

Children and young people need to learn how to assess the potential risks in different online situations and how to manage those risks to keep themselves safe. There are potential risks in all online activity including but not limited to web browsing, online shopping, use of social media and gaming. These risks include cyberbullying, grooming and abuse by online predators, identity theft and exposure to inappropriate content including self-harm, racist, hate and adult pornography.

Online safety teaching needs to address these risks so that children and young people learn how to assess and minimise them. It also needs to give them guidance about what to do if they encounter them. Possible internet activities and the possible risks that could be linked to them are shown in the table below.

Downloading/sharing music	breach of copyright law; running up debt; downloading viruses and spyware;
Downloading/sharing books, documents, photos, videos, streaming	sharing of personal details; confidentiality issues; breach of copyright, Intellectual Property Rights (IPR issues); access to age-inappropriate materials eg of a sexual nature, violent
Emailing	confidentiality issues; downloading viruses and spyware; spamming; scamming;
Online shopping	addiction; running up debts; ID theft; extortionate delivery charges; scamming (*if it sounds too good to be true, then it probably is*); risks from viruses;
Online gaming	addiction; running up debts; risks from social interactions with strangers who may trick you into revealing personal or financial information ; online and real-world predators; downloading viruses and spyware; access to age-inappropriate materials eg of a sexual nature, violent
Online banking	phishing – being tricked into giving away passwords and personal details; identity theft caused by viruses or spyware;

Social networking; texting; chatting, blogging	cyberbullying; sexting, phishing; scamming; damage to reputation; privacy; grooming; stalking; predators; personal safety issues; addiction;
Surfing/searching the Internet	all of the above; exposure to inappropriate content
Use of webcams in online activities	All the risks of social networking; sharing inappropriate images voluntarily or under coercion

The Surrey online safety website contains links to useful resources to support the teaching of children and young people about online safety (www.surreyesafety.co.uk). These resources include lesson plans, classroom activities, posters and video clips.

Cyberbullying is an online safety risk of particular concern as it is on the rise. Cyberbullying is the use of Information and Communications Technology, ICT, particularly mobile phones and the internet, deliberately to upset someone else. It is when a child or young person is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child or young person (or group) using the internet, interactive and digital technologies or mobile phones.
Cyberbullying can be an extension of face to face bullying, with technology providing the bully with another route to harass their target. It differs in several ways from other kinds of bullying: 24/7 nature of the bullying; the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity. The 'usual' boundaries of face-to-face bullying are not observed – the bully is not restricted by the size, age or location of their victim.

Guidance for identifying cyberbullying and supporting victims and bullies can be found on dedicated anti-bullying websites such as **www.anti-bullyingalliance.org.uk/** and on many social networking sites themselves.

Appendix 7

<u>Information for staff and governors at the School</u>

Within the remit of the School's **Child Protection and Safeguarding Policy 2015** ("the Policy)", the School has a responsibility, via the Designated Safeguarding Lead (DSL), or in her absence the Deputy DSL, to refer onwards and monitor cases of suspected abuse. Any suspected case will be referred to the Children's Services Area Referral, Assessment and Intervention Service (RAIS) Team. This will be carried out in accordance with the Policy and particular reference to the procedure that staff should follow is shown in Appendix 5 of the Policy. All records relating to any such incident will be signed and dated and schools have a responsibility for retaining these records until the 25th birthday of the child.

A digital copy of the Policy is located on the School's website and is also to be found on the School's intranet in: **Planning/Policies/.CURRENT POLICIES/Safeguarding**

Allegations against members of staff must be immediately reported to the Headteacher, except when it refers to the Headteacher, when it should be reported to the Chair of Governors. Where it involves a member of staff, the Headteacher will discuss the matter with the Local Authority Designated Officer (LADO) at the earliest opportunity. Under the terms of the School's Whistleblowing Policy, members of staff are able to consult directly with the LADO.

Contact information for the LADO is:

0300 200 1006

Contact information for the Chair of Governors is:

07736 610216	clairehandley1@gmail.com

For concerns around the "Prevent" programme, a DfE helpline is available for staff and governors to use as follows:

020 7340 7264

Appendix 8

Further advice on child protection is available from:

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

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

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

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

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

Surrey Safeguarding Children Board Procedures Manual: http://sscb.proceduresonline.com/chapters/p_intro_manual.html

Surrey Safeguarding Children Board: www.surreycc.gov.uk/safeguarding

Working Together to Safeguard Children 2015: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education 2015: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf