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EDGEBOROUGH SCHOOL

Safeguarding and Child Protection Policy

(including EYFS and Boarding)

UPDATE LOG

DATE	CHANGE	Pages changed	By Whom
23.01.18	Major update and review		DJWT + CH
27.01.18	ELT policy day review + approval		ELT
28.01.18	Added appendices	P.25 and beyond	DJWT
13.04.18	Updated staff contact details	P.5	DJWT
03.09.18	Updated following latest KCSIE 18 and WT 18	P.8, 18, 19, 24, 25, 43	DJWT
04.09.18	Updated DDSL contacts	P. 5, 10, 48	DJWT
30.09.18	Read through		DJWT
15.10.18	Highlighted CH as DSL for EYFS	P.5 + 10	DJWT
	Added extra detail to peer on peer abuse section	P. 32	
	Updated sexual abuse definition	P.27	
	Addition to induction covering how to handle a report on child-on-child sexual violence	P.13	

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Key Personnel and Contacts

At Edgeborough:

Name	Position	Contact
Clive Holder (Senior Deputy)	Designated Safeguarding Lead (DSL) and DSL for EYFS	clive.holder@edgeborough.co.uk 07947 052058
Charlotte Jones (Head of Boarding) [Maternity leave]	Deputy Designated Safeguarding Lead (DDSL)	CharlotteJones@edgeborough.co.uk 07717 088306
Gill Iffland (Head of Year 1 & 2)	Deputy Designated Safeguarding Lead (DDSL)	gilliani@edgeborough.co.uk 07955 925523
Duncan Yates (Acting Head of Boarding)	Deputy Designated Safeguarding Lead (DDSL)	duncan@edgeborough.co.uk 07837 899530
Sian Proudlock	Safeguarding Governor	sianproudlock@gmail.com 01252 713636
Jeremy McIlroy	Chair of Governors	mcilroyjeremy@gmail.com 07836 566216

The DSL is a member of the school's Executive Leadership Team (ELT)

External Contacts:

Name	Position	Contact
Local Authority Designated Officer	LADO	0300 123 1650
Local Area Contact details	Surrey (South West)	0300 123 1640

Edgeborough's LSCB is the **Surrey Children's Safeguarding Board**.

If you are concerned about the safety of a child, young person or an adult you can contact their Multi-Agency Safeguarding Hub (MASH).

The Multi-Agency Safeguarding Hub (MASH) responds to initial enquiries about children, young people and adults. The MASH is based at Guildford Police Station and combines Children's Service social workers, Adult's Service social workers, and health and police staff.

Availability: 9am to 5pm, Monday to Friday

- Phone: **0300 470 9100**
- Out of hours phone: **01483 517898** to speak to our [emergency duty team](#).
- Email: emails are dealt with during normal office hours
 - For concerns for a child or young person: csmash@surreycc.gov.uk
 - For concerns for an adult: ascmash@surreycc.gov.uk

If you have already been in touch with children's social care services and would like to contact your allocated social worker or family support worker directly, [please find your local area number below](#).

For any general or non-safeguarding concerns in relation to an adult (including young adults) please [contact Adult Social Care](#).

If at any point, there is a risk of immediate serious harm to a child, a referral should be made to the children's social care immediately. ANYBODY CAN MAKE A REFERRAL but the person must then inform the DSL. Parental consent is not required for referrals to statutory agencies.

Policy statement

Guiding principles

Edgeborough recognises its moral and statutory responsibility to safeguard and promote the welfare of all its pupils within all the activities that it undertakes. We endeavour to provide a safe and welcoming environment where all pupils feel secure, respected and valued.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

Child protection forms part of the school's safeguarding responsibilities. It recognises that the protection of pupils is the responsibility of everyone involved in their care and that there is a need for staff to be adequately trained so that they can act appropriately to any concerns that arise. It emphasises to all staff the fact that 'It could happen here'.

Aims

This policy seeks:

- a) To ensure children receive the right help at the right time to address risks and prevent issues escalating.
- b) To emphasise the importance of acting and referring the early signs of abuse and neglect, sharing information and challenging inaction.
- c) To provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the challenges faced at senior school and then for the responsibilities of adult life including home and family.
- d) To increase pupils' self-confidence, mutual respect and trust and develop their emotional awareness and vocabulary so that they can be conscious, clear and confident in their assessment of their emotional well-being.
- e) To make pupils feel confident that they can confide in staff on issues of neglect, abuse and deprivation.
- f) To allow staff to be familiar and confident with the appropriate child protection procedures and issues.
- g) To give clear guidance to all staff, teaching and non-teaching on:
 - The signs that may indicate the possibility of abuse
 - The procedures to follow if a child discloses abuse or a member of staff suspects abuse.
- h) To work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.

- i) To monitor children who have been identified as 'at risk' including those who may be at risk of being drawn into terrorism.
- j) To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools – thereby contributing towards a more effective detection of the incidence of child abuse.
- k) To review the school procedures and improve the way child protection issues are managed.

Mental health

We recognise that emotional and mental ill-health represent a significant threat to pupils' welfare and we are committed to ensuring an environment where emotional wellbeing is at the forefront of our agenda.

Inclusiveness

The school believes that all pupils have the right to be safeguarded from harm and exploitation regardless of:

- Race, religion, culture, preferred language or ethnicity
- Age, gender, sexuality, appearance or disability, academic ability

SEND

The school recognises that pupils with SEND can face additional safeguarding challenges which can include:

- Assumptions that indicators can relate to a child's disability rather than abuse
- Failure to show outward signs which can be disproportionate to the abuse they may be experiencing
- Communication barriers and difficulties overcoming these barriers

LSCB

The school recognizes its legal duty to work with the Local Education Authority (LEA), Surrey County Council (SCC) and specifically the Surrey Safeguarding Children Board (SSCB), Social Services and police in protecting children from harm and responding promptly and positively towards actual and alleged child abuse.

Terrorism

The school recognises that terrorism is a very real threat to young people. Normal referral processes are available where there are concerns about children who may be at risk of being drawn into terrorism.

Parental awareness

All parents, carers and guardians are made aware of the responsibilities of staff members with regard to child protection procedures, through publication of this Safeguarding Policy on our school website.

References and Statutory Guidance:

This policy is written with full regard to the latest statutory guidance including:

- Working Together to Safeguard Children (Aug 2018), as amended 1st Aug 2018 but still dated July 2018
- Keeping Children Safe in Education, including Annex A (Sept 2018)
- Disqualification under the Childcare Act (2006) including new legislation in force from 31st August 2018
- What to do if you're worried a child is being abused (March 2015)
- Information sharing (July 2018)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
 - The Prevent duty: Departmental advice for schools and child care providers (June 2015)
 - The use of social media for online radicalisation (July 2015)

Roles and Responsibilities

The Governing Body:

Our Safeguarding governor is **Mrs Sian Proudlock**. She has specific responsibility for Safeguarding and Child protection issues. She, the DSL or the Headmaster ensure that all governors are kept informed any safeguarding issues as well as updating governors on training and policy changes. The Safeguarding Policy is ratified by governors at least annually. Safeguarding is a fixed agenda item on every full governing body meeting.

The Governing Body is responsible for:

- Ensuring that the school complies with their duties under legislation
- Ensuring that policies, procedures and training in the school are effective and comply with the law at all times
- Appointing a Board level lead to take leadership responsibility for the school's safeguarding arrangements

- Ensuring that there are appropriate policies and procedures in place in order to ensure appropriate action can be taken in a timely manner to safeguard and promote children's welfare including:
 - An effective Safeguarding Policy which:
 - describes procedures in accordance with legislation and put in place by the LSCB
 - is updated annually
 - is available publically on the schools website
 - is followed by all staff
 - A Staff Behaviour Policy (code of conduct) which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media
 - That these policies are provided to staff during the induction process and on a risk based approach, to volunteers and temporary staff
 - Ensuring that any deficiencies or weaknesses identified in the arrangement are remedied immediately
 - Review the Safeguarding Policy at least annually, ensure policy and procedures marry and update/remove any redundant terminology (e.g. CRB, List 99 etc...)
 - Recognise and ensure the sharing of information between professionals and local agencies
 - Recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. Opportunity should be provided for staff to contribute and shape safeguarding policies and procedures
 - Ensure appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
 - Ensure children are taught about safeguarding including online through teaching and learning opportunities

The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection. This lead responsibility should not be delegated to the deputies.

The DSL is the person responsible for maintaining an overview of safeguarding within the school, opening channels of communication with local statutory agencies and monitoring the effectiveness of policy and practice.

The DSL is responsible for contacting the social services to register concern about a child's welfare and implementing procedures relating to child protection.

At Edgeborough the DSL is **Mr Clive Holder**, the Senior Deputy and member of the Executive Leadership Team. See separate job description. **He is also the DSL for EYFS.**

There are 3 Deputy Designated Safeguarding Leads (DDSL). **Charlotte Jones** (Head of Boarding) [currently on maternity leave), **Gill Iffland** (Head of Yr 1 + 2) and **Duncan Yates** (Acting Head of Boarding). **Daniel Thornburn**, the Headmaster, also attends regular Safeguarding training.

The DSL and DDSLs undergo inter-agency training at least every 2 years in line with guidance as well as informal updates when appropriate.

Staff (including temporary, visiting and volunteers):

Abuse of children in attendance at school is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse, i.e.

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour
- They have an ongoing relationship with children, who may confide in them about difficulties they are experiencing
- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age
- They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses

Teachers have a professional duty to:

- Observe and be alert to signs of abuse
- Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the Designated Safeguarding Lead;
- Know the role of the Designated Safeguarding Lead and SSCB Procedures;
- Enquire about the progress of individual cases in which they are/have been involved;
- Identify pupils who are absent for long periods and fulfil their responsibility to complete daily attendance registers;
- Be aware of the Staff Behaviour Policy. Staff should not place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parent to be conducted in view of other adults.
- Have read the Safeguarding Policy in its entirety and that they accept their duty:
 - To be familiar with this policy
 - To implement this policy and co-operate with the school management in promoting 'Child Protection'

- Undertake in-house safeguarding training delivered at regular intervals dictated by SSCB including training regarding radicalisation and online safety.
- To refresh their training wherever necessary along with reading and digesting regular updates provided by the DSL annually .

Whistleblowing:

This guidance is written for staff (which includes any adult, paid or voluntary worker) who work with children and young people in a school or educational establishment including maintained schools and is in line with the Surrey ‘Staff Concerns and the freedom to Express Them (Whistleblowing) Policy.’”

Staff must acknowledge their individual responsibility to bring matters of concern (the attitude or action of colleagues) to the attention of the Senior Leadership team and/or relevant agencies.

Reasons for Whistleblowing:

- Each individual has a responsibility for raising concerns about unacceptable or unsafe practice or behaviour, including potential failures in the schools safeguarding procedures, provision for mediation and dispute resolution where necessary
- To prevent the problem worsening or widening
- To protect or reduce risk to others
- To prevent becoming implicated yourself

How to Raise a Concern:

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Inform the DSL immediately, who will then contact the LADO
- If your concern is about the DSL, contact the Head
- If your concern is about the Head, contact the Chair of Governors, or, if you feel you need to take it to someone outside the school the LADO
- Make sure you get a satisfactory response
- You should put your concerns in writing, outlining the background, history, giving names, dates and places where you can
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern

The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 from 8am to 8pm Monday to Friday or email: help@nspcc.org.uk

What Happens Next:

- You should be given information on the nature and progress of any enquiries
- Edgeborough has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concerns prove unfounded and were raised in good faith
- Malicious allegations may be considered as a disciplinary offence
- We recognise that whistleblowing can be difficult and stressful. Advice and support is available from your line manager, Head and/or your professional or trade union. Support could include mediation and dispute resolution where necessary

Self-Reporting:

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff may also need to highlight that they meet the criteria for Disqualification by Association under the 2006 Act.

Staff have a responsibility to discuss such a situation with their line manager, or the School Listener **Hannah Turner** (Charlotte Jones is currently on maternity), the External Listener (Rhonda Nicklin) or the Headmaster so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where issues raise concerns about the welfare or safety of children.

Mental Health:

Edgeborough is committed to offering important opportunities to prevent mental health problems by promoting resilience. We support pupils who are experiencing high levels of psychological stress or who are at risk of developing mental health problems. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges. This is achieved through ensuring children have a wide support network including parents, supportive staff, friendship groups and a variety of ways of communicating concerns. This is fully embedded in our PHSE curriculum. Where there is concern regarding mental health staff should communicate this to the DSL, along with a concern form detailing their observations. The DSL is then responsible for communicating with parents and if appropriate suggesting they seek help from their GP and making a referral to The Children's, Adolescence Health Services (CAMHS).

Physical Intervention:

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

Such events should be recorded and signed by a witness. For EYFS, parents and carers would be informed on the same day or as soon as reasonably possible.

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

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

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

Induction and Training:

All staff and volunteers have an induction which covers Safeguarding and Child Protection from either the Headmaster (Daniel Thornburn) or the DSL (Clive Holder) before starting work at the school. Staff members have regular training (at least every three years) and more frequently when there are significant changes to policy or procedure. A central record of Safeguarding Training is kept for all staff groups, Governors and Volunteers.

Part 1 of KCSIE (Sept 2018), including Annex A, is read and understood by all staff. They sign to acknowledge they have read and understood it.

Induction training ensures all staff have access to this policy. Induction also alerts them to the Staff Code of Conduct, Whistleblowing policy, Acceptable use of ICT policy and the Social Media policy. Prevent Duty training, as well as online safety training is provided regularly through Staff INSET days or online modules.

As a part of their induction process staff are also trained to manage a report of child-on-child sexual violence and sexual harassment.

The DSL and DDSLs complete formal training updates at least every two years and more regular informal updates.

Training for the Designated Safeguarding Lead and his deputies is provided through Surrey County Council (SCC) either by SSCB or by their official recommended partners. DSL's and the deputies are trained to the same level.

The training team can be contacted by email to: ssctraining.enquiries@surreycc.gov.uk

or by phone on 020 8541 9000.

Training incorporates:

- Interagency working
- Participation in child protection case conferences
- Supporting children in need
- Identifying children at risk of radicalisation
- Record keeping
- Promoting a culture of listening to children
- Prevent Duty

The Designated Safeguarding Lead (DSL) and his deputies, receive training every two years in child protection and inter-agency working to ensure that their skills and expertise are up to date.

The DSL is a member of the school's Executive Leadership Team (ELT). Safeguarding is a fixed agenda item on every weekly ELT meeting. Minutes are taken.

Staff contribution to and understanding of Safeguarding Policies and Procedures:

Mechanisms are in place to assist staff in understanding the school's policies and procedures including KCSIE Part 1 including Annex A (September 2018). All staff are required to sign and date all safeguarding documents to confirm that they have read and understood the content. Staff meetings and other staff team forums which use mechanisms such as quizzes or discussions, check understanding from staff.

Regular formal and informal staff training facilitates all staff with the opportunity to be involved in the development of policies and procedures. Feedback is sought on the success of systems for example.

Pupil Education:

We try to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.

We provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties, including inspectors during the course of an inspection process.

We use the entire school curriculum and PSHE to raise pupils' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand in an age appropriate manner:

- Adjusting their behaviours to reduce risks and build resilience, including radicalisation;
- The safe use of electronic equipment and the internet;
- The risk posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other young people especially children and vulnerable adults.

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults within the school to whom they can turn to if they are worried, including all teachers, the school listener, the External Listener, the School's Boarding staff, as well as the medical staff.

Staff treat the children with respect and all pupils are expected to treat each other and staff with respect. Our Anti-Bullying and Cyber-Bullying Policy is stored on the school system with all school policies and it acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic or gender related bullying. It is publicised on the website. It is regularly reviewed.

We have a clear and full Behavioural Management and Sanctions Policy which is available to all staff and parents, and which is regularly re-visited by pastoral staff through the ELT.

We look carefully at the role models the school offers pupils through staffing, materials used, selection of curricular content and other experiences.

We try to impress on pupils the importance of rejecting violence or emotional abuse as a means of resolving conflict.

We give pupils opportunities to understand, and strategies for coping with, stress.

Anti-Bullying and Cyber-Bullying:

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 of cyber-bullying, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

Use of Mobile Devices:

Mobile phones and personally-owned mobile devices may not be used during lessons or formal school time. They should be switched off (or silent) at all times. The Bluetooth functionality of a mobile device should be switched off at all times and may not be used to send images or files to other mobile devices. Mobile phones and personal mobile devices are not permitted to be used in certain areas within the school site such as changing rooms and toilets.

Mobile phones and personally-owned mobile devices brought in to school are the responsibility of the device owner. Edgeborough School accepts no responsibility for the loss, theft or damage of personally-owned mobile phones or mobile devices.

Regarding mobile phones or any device with a camera function, the school has a separate policy for the **Use of Images of Children at School**, which states that the school will:

'take reasonable steps to ensure that members of staff only have access to images of pupils held by the school where it is necessary for them to do so.

All staff are given guidance on the school's Policy on Taking, Storing and Using Images of Pupils, and the importance of ensuring that images of pupils are made and used responsibly, only for school purposes, and in accordance with the school's policies and the law.'

Early Years Specific Requirements:

Cameras:

Throughout the EYFS the only cameras that may be used to photograph or video the children must be the Setting's specific cameras which may only be used to take appropriate photographs or films of the children within the setting or on trips. No cameras may be used at all in any bathroom or changing facilities to protect children's privacy unless it is to evidence the children's good hand washing awareness and the child is simply washing their hands.

Staff, students, visitors and parents may not bring their own cameras into the setting, the only exclusion being the EYFS events such as Sports Day, Nativity or concerts when parents/ carers may use their own camera to photograph their children's participation.

Mobile phones:

Throughout the EYFS staff and students must keep their personal mobile phones secure. It is not permitted to use the photographic function to photograph any children at any time. The only cameras permitted within the setting are the specific EYFS ones.

All staff in the Early Years Foundation Stage will be required to place their mobile devices in a storage cupboard away from the direct working area.

Safety online:

Pupils are educated in online safety. This may be taught in weekly computing lessons, PSHE lessons as well as in other parts of the overall curriculum. The school limits the pupils' exposure to the following risks:

- Content: being exposed to illegal, inappropriate and harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood or causes harm

This education includes Sexting/Shared Images i.e. when someone sends or receives a sexually explicit text, image or video on their Mobile devices, usually in a text message.

The school provides an appropriate level of filters and monitoring systems to enable the pupils to minimise risk while not 'over blocking' their exposure and restricting pupil access.

There is a process which is highlighted through our filtering system which enables us to take action to exclude devices which try to access inappropriate material.

Please also see Pupil Acceptable Use Policy and the E-Safety Policy.

Children in Need:

A child in need is defined as a child in need of additional support from one or more outside agencies, for example, social services, health visitors or police. Assessment of need is likely to be determined through an inter-agency assessment using local processes and consideration of LSCB thresholds, including use of the “Early Help Assessment (EHA)” and “Team around the Child” (TAC) approaches.

The Early Health Assessment (EHA) was previously called the Common Assessment Form (CAF).

Early Help:

Intervening to support a child before they experience problems lies at the heart of early help.

Working Together to Safeguard Children (2018) defines Early Help as follows:

“Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. Providing early help is more effective than promoting the welfare of the children than reacting later”

Edgeborough understands the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records and listening to the views of the child. Central to this is reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

Staff who have a concern that a Child may be in need, no matter what the level of concern, should report their concerns to the DSL. All staff should be prepared to identify children who may benefit from early help. Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Early help is underpinned by the following principles:

- **Timely intervention:** partnership resource is directed at preventing problems before they arise
- **Integrated working:** children and young people and families receive support for all of their needs through a single offer
- **Flexible pathway:** that recognises that children and young people will move between different levels of need as their needs and circumstances change
- **Participation and co-design:** with children and young people and their families
- **Early help is everyone’s responsibility:** it requires everyone to work together to put the child or young person at the centre of everything they do to meet their needs and improve outcomes

The Early Help Partnership Service (previously the CAF team) can offer support and guidance on all aspect of Early Help Assessment, Family Action Plans and Lead Professional. This includes completing the EHA, signposting of local service to support the identified need, attending TAF meeting. The EHP Service has a central helpline: 0208 541 9282 and email caf@surreycc.gov.uk

Decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and the child. However there is no suggestion that their consent is required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. The LSCB referral thresholds will be used by the DSL to assess the most suitable action in each case and determine the difference between a child in need and a child in immediate danger.

Children at Risk:

A child at risk is one who is suffering significant harm, or is likely to do so. Action should be immediate.

Concerns should be reported by staff to the DSL who will refer to Social Services and/or the police if a crime committed. This will be within immediately but at least within 24 hours of the report being received by the DSL.

If at any point, there is a risk of immediate serious harm to a child, a referral should be made to the children's social care immediately. ANYBODY CAN MAKE A REFERRAL but the person must then inform the DSL.

Children Missing Education:

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. As a consequence of which we have procedures in place to identify and respond to children who do go missing, particularly on repeat occasions.

The school will notify the Local Authority when removing or adding a pupil's name to the admissions register at non-standard transitions, i.e. Where a compulsory school-aged child leaves before completing the school's final year or joins a school after the beginning of the school's first year.

Attendance, absence and exclusions are closely monitored. All children are included in the daily register of attendance from the beginning of their first day and attendance registers are taken twice a day (as a minimum), morning and afternoon to ensure all children are in school. The school office always telephones a parent to ascertain the whereabouts of a pupil that has not arrived at school.

If a child has significant absence due to illness, is repeatedly absent, or is absent for more than 10 continuous school days without authorisation, the school will inform the local authority

The DSL will ensure that any pupil currently subject to a Child Protection Plan who is absent without explanation for two days is referred to their key workers social care team. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the

school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities' 2016.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Children are deleted from the register when the child has ceased to attend except where the pupil has died, been permanently excluded or is of no fixed abode. Before deleting a pupil's name from the attendance register on the grounds that he/she has not returned from a leave of absence exceeding ten days, both the Governors, Head and the Local Authority must have failed, after reasonable enquiry, to ascertain where the pupil is. The contact details for the CME Tracking Officer is CME@surreycc.gov.uk

Safeguarding Procedures

Our school procedures for safeguarding children will be in line with Surrey Safeguarding Children Board (SSCB) procedures. We will ensure that:

- a) All members of the governing body understand and fulfil their responsibilities, by taking advantage of the Surrey Safeguarding Procedures Manual. This can be accessed at: <http://surreyscb.procedures.org.uk/>
- b) We have designated Deputies for all safeguarding matters. The Deputies have also undertaken relevant Levels 1 and 2 CPLO training. Training is kept up to date regularly and undertaken at least every 2 years.
- c) Staff are frequently reminded about the Safeguarding Policy and procedures, to allow them to develop their understanding of the signs and indicators of abuse, through staff training, updates and Staff Meetings.
- d) All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse, and know that anyone can make a referral if necessary.
- e) All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the Safeguarding [Child Protection] Policy on the school website.
- f) We have clear Guidelines for outside agencies using our facilities for lettings during the holidays when pupils are not on site. Community users or any other groups organising activities for children on our site but not working with our pupils, are aware of the school's child protection guidelines and procedures.
- g) Assurance is obtained by the school that appropriate child protection checks and procedures apply to staff employed by other organisations but working with the school's pupils on other sites or in other institutions.
- h) Our selection and recruitment of staff includes checks for their suitability with the Disclosure and Barring Service.
- i) Any member of staff found not suitable to work with children will be notified to the appropriate bodies – (including the DBS and Teaching Regulation Authority) as soon as possible after leaving the school. This includes where a teacher has been dismissed or would have been dismissed had he/she not resigned, a prohibition order may be

appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

- j) Staff are regularly reminded of their duty to disclose the relevant information related to disqualification by association.
- k) All new members of staff and governors will be given a copy of our Safeguarding Policy and Part 1 of the KCSIE including Annex A (Keeping Children Safe in Education, September 2018), with the Designated Safeguarding Lead's name clearly displayed, and access to further information to develop their understanding of Safeguarding as part of their induction into the school.
- l) All recruitment will be carried out in line with our Safer Recruitment Policy which details rigorous checks required including appropriate checking of references, career history and reasons for leaving previous employment. Wherever possible, applicants will be interviewed by at least two people, one of whom will be accredited for Safer Recruitment in Education.
- m) Our policy and procedures will be reviewed annually.

Reporting and Referral Procedures:

To be used for all Pupils and for Boarders

Safeguarding and promoting the welfare of pupils are recognised as important issues by Edgeborough and are regularly brought up in staff meetings, boarding meetings and at other appropriate times both formally and informally.

Guidance on the best way to recognise abuse, react and deal with the issues is regularly updated and published in the Staff Handbook and in-house training. The Surrey Area Child Protection Procedure Handbook, is available on line from the Local Safeguarding Children Board: <http://surreyscb.procedures.org.uk/>

Boarding schools, children's home and host families.

As a boarding school, Edgeborough needs to be particularly alert to children's safeguarding and especially to pupil relationships and the potential for peer abuse. Safeguarding pupils is everybody's responsibility.

The School enjoys an inclusive attitude to all aspects of our responsibility for pastoral care. As a result we would expect that pupils and parents feel free to talk about any concerns and see the School as a safe place, if there are any difficulties at home.

The School offers pupils a range of 'listeners' to whom they may go to discuss problems or whom they may contact, including an independent listener and outside agencies. The information is published on a flyer posted in the Boarding House, in Sick Bay and throughout the School.

Key listeners are:

- Charlotte Jones (Head of Boarding) – Internal Listener – currently on maternity leave.
- Hannah Turner – Internal Listener – available in school hours on Wednesdays.
- Rhonda Nicklin - External Independent School Listener. Available on request or on visiting days or via direct contact. Details are available in the Boarding House and around the school.

All pupils are encouraged to treat each other with respect, and bullying is identified as an issue to be treated seriously and dealt with efficiently, effectively, sensitively and expeditiously. It is acknowledged that serious bullying should be treated as a child protection matter when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Staff have a duty to report any bullying incidents to the DSL (the Deputy Head) or, if he is unavailable, to the Headmaster or a DDSL. It is the responsibility of DSL or DDSLs to make the decision to report concerns to the proper authorities.

The School seeks to promote an atmosphere in which there is mutual respect between staff and pupils. Pupils will not be punished within the School by any form of physical punishment (hitting, slapping, shaking) or other degrading treatment.

The School recognises that children who have suffered or are at risk of suffering serious harm should be reported immediately to Children’s Social Care but that there may be cases where children may need support through an inter-agency assessment.

This might include a co-ordinated offer of early help such as through the ‘Multi Agency Safeguarding Hub’ (MASH).

Referral procedure guiding principles

It is important the child receives the right help at the right time to address risks and prevent issues escalating. A member of staff only requires reasonable cause for concern regarding potential child abuse in order to act.

Key Points in dealing with a disclosure are outlined in Appendix D

- It is important to act on and refer early signs of abuse, neglect or radicalization
- Keep clear records
- Listen to the views of the child
- Reassure if the situation does not improve
- Share the information quickly
- Challenge any inaction

In dealing with pupil disclosures: Staff **must**:

- Remember that the priority is to protect the child
- Staff and pupils reporting will be protected against retribution
- Treat the matter seriously – research has shown that children are very unlikely to fabricate allegations of sexual abuse
- Receive the child’s story and remain calm and reassuring without making promises about confidentiality, listen but do not judge – children who have suffered abuse may have low self-esteem and may withdraw if they detect signs of doubt or revulsion
- React to what the child tells you with belief and tell the child that they have done the right thing in telling you

- Indicate to the child what action you will take and make it clear that you will have to inform others (no secrets). Only inform those with a need to know
- Keep an accurate record of what you have become aware of and what you have done
- Limit any questioning bearing in mind the 'must not' points below

Staff must not:

- Contact the parents – this is the job of the social services
- Interrogate the child if that child has disclosed information or ask leading questions
- Attempt to investigate the allegations of abuse
- Speak to anyone about whom allegations are made (including colleagues)
- Promise to keep secrets/confidentiality
- Ask a child outright if they or others have suffered abuse

Further guidance for staff:

- Whenever there is an incident, consult the policy as soon as is possible, to ensure that your procedure is correct.
- Always stop and listen immediately to someone who wants to tell you about incidents or suspicions of abuse. Give the child time to talk
- Write brief notes of what you are being told (as they speak if possible). You may need to refer to them at a later date, however rough they may be. The original may be more relevant than a tidied up document. If you cannot make notes at the time, do so as soon as possible afterwards. **USE THE LANGUAGE OF THE PERSON SPEAKING. DO NOT INTERPRET.**
- Do not give a guarantee that what you are told will be confidential. Explain that you may have to tell someone, but only to help sort out the problem and that you will only tell someone who absolutely needs to know, so that the appropriate procedures can be followed.
- Do not ask leading questions or probe. Use questions such as: "What do you want to tell me?" or "Is there anything else you want to say?" Do not let your personal feelings show. Investigation is NOT your responsibility.
- Immediately tell the DSL (Clive Holder), unless he is the suspected abuser, in which case you should tell the Headmaster. Should the allegation be against the Headmaster the DSL will immediately inform the Chairman of Governors without the Head being informed first.
- Do not discuss the matter with other pupils or members of staff, or any other adults. The DSL will support you in making a referral to Children's Social Care.
- Discuss with the person in charge whether any steps need to be taken to protect the child who has told you of the abuse.

General points

Never think that abuse is impossible in our school or group, or that an accusation against someone you know well and trust (including colleagues) is bound to be wrong.

The Headmaster/ DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to children's social care immediately.

Borderline cases will be discussed with the LSCB without identifying individuals in the first instance and following discussions the LSCB will judge whether or not an allegation or concern meet the relevant threshold. The LSCB and the Headmaster/DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the Disciplinary Procedure. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. In the case of a pupil the matter will be dealt with under the Behaviour Policy.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the Teaching Regulation Authority (TRA) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, within one month of leaving the school any person (whether employed,

contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Staff behaviour and Staff Code of Conduct

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees an appropriate member of staff as outlined above. Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

All Staff are also given advice on:

- One to One Situations
- Transporting Children
- Pupils in Distress
- Physical Contact – Also see Sun Cream Policy / Policy on Physical restraint
- Social Contact
- Infatuations
- Care, Control and Physical Intervention
- Photography, Videos and other Creative Arts
- Use of ICT Policy - password safety, visiting sites

See also the full Staff Code of Conduct

Parents

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from children's social care.

Safer Recruitment

Edgeborough follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. (See also separate Safer Recruitment Policy)

In addition to carrying out safe recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work.

All governors, volunteers, contractors working regularly during term-time, such as contract catering staff, are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. Our policies are reviewed by governors annually.

Appendix A: Types of abuse

All definitions as notated in quotation marks, are taken from (Keeping Children Safe in Education 2018 including Annex A)

Abuse:

“a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.”

- Physical Abuse (including self-harming)
- Emotional Abuse (including mental health, body image and stress)
- Sexual Abuse
 - By adults
 - By Other young people
 - Child Sexual Exploitation
- Neglect
- Peer on peer abuse
- Domestic Abuse
- Honor Based Violence (HBV):
 - Forced Marriage
 - Female Genital Mutilation (FGM)

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With

other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

Physical Abuse:

“A form of abuse which 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”

Typical signs include:

- 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 non-independently mobile child e.g. disabled or pre-walking. This should be immediately referred to SSCB.
 - Bruising in or around the mouth, particularly in small babies
 - Repeated or multiple bruising to the head or on sites unlikely to be injured accidentally
 - Two simultaneously bruised eyes without bruising to the forehead
 - Variation in colour possibly indicating bruising at different times
 - The outline of an object e.g. a belt, hand prints, or hair brush
 - Bruising or tears around or behind the ears
 - Bruising around the face
 - Grasp marks on small children
 - Bruising on the arms, buttocks or thighs.
- Slap marks – these may be visible on cheeks or buttocks.
- Twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to force a child to eat or to stop a child from talking.
- Cuts related to self-harming using scissors, knives, razor blades
- Grip marks on arms or trunk – found on babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, a brain haemorrhage. X-rays and other

tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

- Black eyes – are most commonly caused by an object such as a fist coming into contact with the eye socket. NB A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- Bite marks
- Fractures – especially in children under the age of 2
- Poisoning and other drug misuse – e.g. overuse of sedatives
 - Burns and/or scalds – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a cup of tea. In contrast, a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.

Emotional Abuse:

Defintion:

“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, how they communicate or their physical body. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 alone.”

Sexual Abuse:

Defintion:

“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 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 via the internet). **Sexual abuse can take place online, and technology can be used to facilitate offline abuse.** Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. This includes Female Genital Mutilation (FGM)”*

Typical signs may include:

- A detailed sexual knowledge inappropriate to the age of the child.
- Behaviour that is excessively affectionate or sexual towards other children or adults. o Lack of trust in adults (particularly any marked fear of men)
- Attempts to inform by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- A fear of medical examinations.
- A fear of being alone – this applies to friends, families, neighbours, baby-sitters
- A sudden loss of appetite, compulsive eating, or development of an eating disorder
- Self-harming
- Excessive masturbation is especially worrying when it takes place in public
- Promiscuity
- Unusually explicit or detailed sex play in younger children.
- Sexual approaches or assaults – on other children or adults.
- Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- Discomfort or pain particularly in the genital areas.
- The drawing of pornographic or sexually explicit images.

Behavioural: Pre-School:

- Become insecure, clinging, fearful, excessively worried
- Become hysterical in certain situations, eg when clothing is removed
- Regress to more immature behaviour pattern
- Have nightmares
- Become withdrawn, eg stare blankly, seem sad
- Repeats obscene words (as used by the abuser)
- Become aggressive
- Play sexually in a knowledgeable way.
- Draw sexually explicit pictures
- Become obsessed with sexual matters
- Say repeatedly they are bad, dirty, naughty.

Behavioural: 5-12 Years

- Hint about secrets
- Say that a friend has a problem
- Begin lying, stealing, blatantly cheating
- Unexplained sources of money
- Stop enjoying activities previously enjoyed
- Reluctant to undress, eg for PE, swimming or in drama
- Refuse to see a particular person or show extreme dislike, refuse to go home
- Draw pictures depicting abuse
- Poor self-image, self-mutilation
- Takes over parenting role at home
- Regular running away
- Act in a sexually inappropriate way for age

Behavioural: 12+ Years

- Chronic depression, suicidal
- Excessive use of drugs
- Unexplained memory loss, excessive daydreaming
- Not allowed out or have friends visit
- Truancy.

NB. Attempts to inform by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.

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:

This 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:

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

derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

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

Where an incident comes to light which includes sexual violence and sexual harassment, the DfE guidance should be followed. (Sexual violence and sexual harassment between children in schools and colleges DfE Dec 2017) If a child has been harmed, is in immediate danger, or is at risk of harm a referral should be made to the MASH (social care) or the police. The DSL will need to undertake a risk and needs assessment considering the victim, the alleged perpetrator, and other children or staff at the school or college, and take action accordingly.

Child Sexual Exploitation:

“A form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. It does not always involve physical contact and can happen online. A significant number of children go missing from the care and education.”

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

Signs include:

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

Neglect:

“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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or

abandonment, failure to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs."

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 (underweight), clothes, warmth, hygiene and medical care, physical neglect
- A child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. This is a particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- Inadequately clad – a distinction needs to be made between situations where children are inadequately clad, dirty, smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern
- 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

Peer on Peer Abuse:

We understand that children are capable of abusing their peers. Although there is no precise boundary between incidents that should be regarded as abusive and incidents that can properly be dealt with as bullying, sexual experimentation, in order to ensure we act in the best interests of the child at all times it is essential to ensure that a school culture in not allowed to develop which passes off abusive behaviour as 'banter' or as 'just part of growing up'. 'Sexting' and 'banter' are unacceptable.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

In most instances the conduct of pupils towards each other will be covered by our Behaviour Management, Anti-bullying and Cyber Bullying policies. However, some allegations may be of such a

serious nature that they may raise safeguarding concerns. In terms of professional judgement the key issues which identify the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation'), which might be considered within normal bounds of a school community are:

- The frequency or severity of the incidents
- Whether the victim was coerced by physical force, fear, or by a pupil or groups of pupils having power or authority over him / her
- Whether the incident involved a potentially criminal act
- Whether if the same incident, or injury, had occurred to an adult or member of staff it would have been regarded as assault or otherwise actionable.

Serious bullying may therefore be a child protection issue and will be taken very seriously.

The alleged perpetrator(s) is/are likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator(s) must address their needs.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. This type of abuse should not be passed off as banter or growing up.

Consideration must be given to the legal threshold of incidents and whether victim support is required.

In the event of disclosures, victims and perpetrators will be treated as being 'at risk'.

It is worth noting that children with SEND can be more prone to peer group isolation, or peer on peer abuse, than other children. Consideration should be given to providing extra pastoral support for those children.

Youth produced sexual imagery (sexting):

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

Youth produced sexual imagery refers to both images and videos where:

- 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 of 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 'Sexting in schools and colleges: responding to incidents and safeguarding young people: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_S_P_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

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

If none of the above applies then the Headmaster, Senior Deputy Headmaster (DSL) after discussion with the DDSL will use his professional judgement to assess the risk to pupils involved and may decide, to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement the DSL will consider if:

- There is a significant age difference between the sender/receiver
- there is any coercion or encouragement beyond the sender/receiver
- the imagery was shared and received with the knowledge of the child in the imagery
- the child is more vulnerable than usual i.e. at risk
- 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 been more widely distributed
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances
- the children have been involved in incidents relating to youth produced imagery before.
- If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school
- The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures

Domestic Abuse/Domestic Violence (DV):

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.

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.

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.

Honour Based Violence (HBV):

This encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation, Forced Marriage or breast ironing. All forms of HBV are abuse and should be handled and escalated as such.

HBV 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 violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage

- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

Forced Marriage (FM):

“A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.”

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

Female Genital Mutilation (FGM):

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

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

FGM is carried out because:

- 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

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 call the Contact centre. All staff have a legal obligation to report to the police if they discover that an act of FGM appears to have been carried out on a girl under 18.

The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance
- Aggressive or hostile behaviour
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- Difficulties in relationships with peers

- Regression to more immature forms of behaviour, e.g. thumb sucking, bed-wetting (or its persistence)
- Self harming or suicidal behaviour
- Negative body image
- Low self esteem
- Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping from sexual/physical abuse
- Disturbed sleep
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour
- A sudden change in school performance

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries
- Unwillingness to seek appropriate medical treatment for injuries
- Injured child kept away from school until injuries have healed without adequate reason
- A high level of expressed hostility to the child
- Grossly unrealistic assumptions about child development
- General dislike of child-like behaviour
- Inappropriate labelling of child's behaviour as bad or naughty
- Leaving children unsupervised when they are too young to be left unattended

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.

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

Agencies that can help with PREVENT.

Call the Police confidentially on 101

Local Safeguarding Children Boards (LSCBs) – Surrey

If you see something, say something – 0800 789 321

Appendix B: Procedure for Staff Facing Allegations of Abuse

INTRODUCTION

This procedure should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the police.

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made immediately and directly to the Head; but if another member of staff is told first, he/she must ensure that the Head is informed immediately. The school's Whistleblowing Policy aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. A copy of the policy is available in the Staff Handbook.

If the Head is unavailable, the Chairman of Governors should be told at once, usually through the DSL.

Such allegations are among the most testing issues that any Head or Chairman of Governors is likely to face and these procedures have been established to meet the need to handle such a situation as sensitively and efficiently as possible. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

In all cases, the quick resolution of any allegation against a member of staff will be a clear priority to all concerned and all unnecessary delays will be eradicated.

These procedures are reviewed on an annual basis by the Governing Body.

ALLEGATIONS INVOLVING THE HEAD OR DESIGNATED SAFEGUARDING LEAD

In the case of suspected or identified abuse of a child by the Head, the police and/or Social Services have a duty to investigate.

The first person to receive an allegation regarding the Head should take it directly to the Chairman of Governors or, if he is not available, the Safeguarding Governor. At this stage, after hearing a child's allegation, no discussion about the allegation should be initiated by school staff with the Head.

The Chairman of Governors will obtain legal advice before proceeding to the steps outlined below. The Head will normally be suspended for the duration of the investigatory process and asked to vacate his/her school residence, and the Senior Deputy will be made acting Head until the conclusion of the investigation and resolution of the issue.

The Head should similarly be told at once of any allegation involving the Designated Safeguarding Lead. The Chairman of Governors should normally be informed on the same day, and legal advice obtained. The Designated Safeguarding Lead will normally be suspended for the duration of the investigatory process and asked to vacate his/her school house where appropriate. The Head will be made acting Designated Safeguarding Lead until the conclusion of the investigation and resolution of the issue.

ANONYMOUS ALLEGATIONS

If the Head receives an anonymous allegation of child abuse which names both a member of staff and a child, it will be handled in exactly the same way as if the identity of the person making the allegation was known. Where the allegation names the member of staff but not the pupil, the Head will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

THE FIRST RESPONSE

If an allegation is raised against a member of staff or the Head, the Surrey Safeguarding Children Board (SSCB) Procedures must be followed. A full copy of the SSCB Procedures Manual is available via their website: <http://surreyscb.procedures.org.uk/>

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously
- Establish the facts before jumping to any conclusion
- Discuss the allegation with the LADO, see Appendix G for contact details. It may be necessary at this point to involve and consult with the police or children's social care services
- The School Business Manager must be informed, if after the initial enquiry, there might be the need for a formal investigation and the school's insurers must be informed

THE NEXT STEP

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always respond to advice from the LADO which may include:

- Invite the police to conduct the investigation
- Consider suspending the member of staff (or volunteer) concerned. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned and the need for a full and fair investigation.

- Inform the member of staff concerned honestly of the allegation that has been made, unless advised not to by the police or social services. We recognise our duty of care to employees and will provide effective support for anyone facing an allegation. Staff who are the subject of an allegation of this nature will invariably feel threatened and isolated we will advise him or her to contact their Trade Union or Professional Association for advice and support.
- Inform the child's parents or carers in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact. Parents or carers should be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If they wish to have reporting restrictions removed they should seek legal advice.

SUPPORT FOR THE PUPIL

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Head, together with the school's Designated Safeguarding Lead, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, SSCB or other agencies involved to identify the support strategies that will be appropriate.

SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Suspension is not the default position and will be used only when there is no reasonable alternative. It is a serious step, and we will take legal advice as well as advice from the LADO beforehand, and will normally only suspend a member of staff where:

- There is cause to suspect that there is a serious risk of harm to the child
- The allegations are so serious as to constitute grounds for dismissal, if proven
- The police are investigating allegations of criminal misconduct

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached
- Interview a member of staff before suspending him or her
- Keep him or her informed of progress of the investigation

Any member of staff is entitled to be accompanied by a friend or Trade Union representative.

In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school, it will be necessary to immediately suspend that person from teaching pending the findings of the TRA's investigation.

ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Giving him or her non-direct contact duties with the child or children concerned
- Ensuring that a second adult is always present in the classroom when the member of staff has contact with children.
- Sending the member of staff on leave
- Moving the child or children to alternative adult supervision, e.g. where the member of staff is a teacher, moving the child to an alternative class making sure that it is clear that this is not a punishment and parents have been consulted

IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. The school will always complete every investigation into allegations of child abuse.

COMPROMISE AGREEMENTS

The school's policy is to follow the DfE guidance set out in "Keeping Children Safe in Education including Annex A" September 2018 on the use of compromise agreements in cases of child abuse which is:

"Compromise agreements, by which a person agrees to resign, and a school.. ... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the DBS where circumstances require it"

A compromise agreement can also not override any duty to make a referral to the TRA as detailed in the Introduction section of the main Safeguarding [Child Protection] policy

LENGTH OF INVESTIGATORY PROCESS

It is in everyone's interests that the school completes any investigatory process as quickly as possible, consistent with a fair and thorough investigation. It is the aim that almost every case is completed within one month without compromising on the fair and impartial processes of the investigatory process.

For cases where it is immediately clear that the allegation is unsubstantiated or malicious, it is the aim to resolve the case within 5 working days. If the nature of the allegation does not require formal disciplinary action, action should be should taken within 3 working days. If a disciplinary hearing is

required and can be held without further investigation, the hearing should be held within 15 working days.

DETERMINING THE OUTCOME OF ALLEGATION INVESTIGATIONS

The following definitions will be used:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there have been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

RECORDING ALLEGATIONS OF ABUSE

All allegations of abuse will be recorded together with subsequent actions, including any disciplinary actions.

HANDLING UNSUBSTANTIATED OR MALICIOUS ALLEGATIONS

The Child

A child who has been the centre of malicious or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LADO and SSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from a Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of a malicious or unsubstantiated allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help her/him to achieve as smooth a transition as possible, working closely with the parents or guardians.

If an allegation against a member of staff is found to be malicious, the pupil involved is likely to have breached school behaviour policies and may be subject to appropriate disciplinary sanctions, as well as possible referral to the police if there are grounds to believe that a criminal offence may have been committed.

The Member of Staff

- A member of staff could be left at the end of a malicious or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional

and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate. Support will be provided for the return to work.

- Allegations found to have been malicious or false will be removed from personnel records and any that are unsubstantiated, false or malicious will not be referred to in employer references.

ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at the school, we would immediately pass such information to SSCB to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, for example, re-assignment to other duties, in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

ON CONCLUSION OF AN ALLEGATION OF ABUSE

- If the allegation is substantiated, the Head will work with the LADO to decide whether to make a referral to the DBS and for teaching staff to the NCTL.
- If there is sufficient concern that an individual has engaged in conduct that harmed, or is likely to harm, a child, or if they otherwise pose a risk of harm to a child, a referral will be made to the DBS.
- Parents will be kept informed about the progress of a case and told the outcome where there is not a criminal prosecution and where possible, being invited to maintain confidentiality.

The Head will review the circumstances of the case to determine whether any improvements can be made to the school's procedures or practice to help prevent similar events in the future.

REFERRAL TO THE DISCLOSURE AND BARRING SERVICE

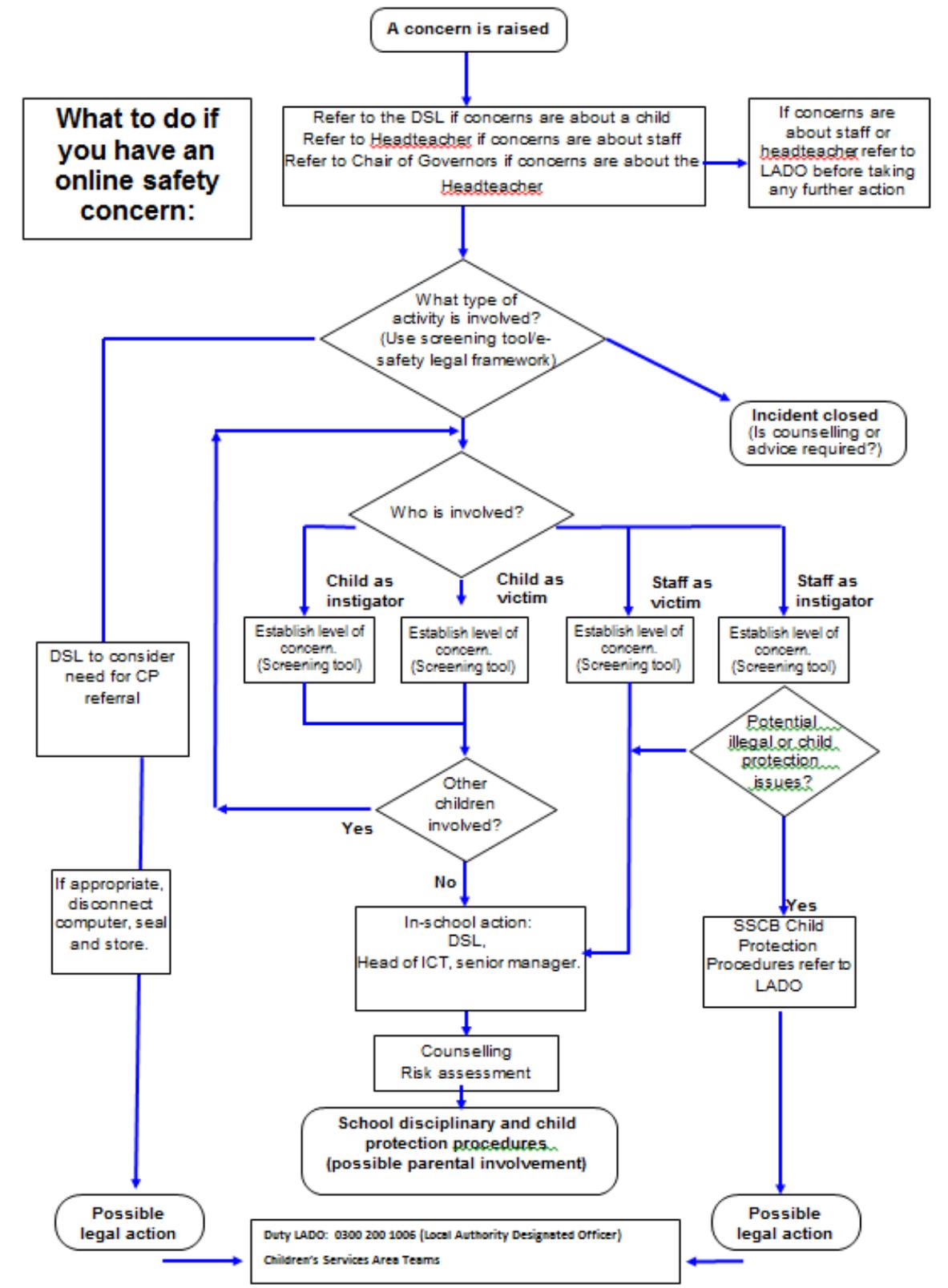
The school recognises the statutory legal duty to refer an individual, where they have harmed, are likely to harm, or otherwise pose a risk of harm to a child, or have committed one of a number of listed offences, to the Disclosure and Barring Service (DBS) as soon as possible after the individual's dismissal or resignation from a regulated activity.

In borderline cases, the Designated Safeguarding Lead will discuss doubts and concerns with the LADO, tentatively, and without giving names in the first instance.

Reports concerning members of staff or volunteers are normally made by the Designated Safeguarding Lead. If the Designated Safeguarding Lead is involved, the report is made by the Head. If the Head is involved, the report is made by the Chairman of Governors.

The referral form can be downloaded from the DBS website on (www.homeoffice.gov.uk/agencies-public-bodies/dbs). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

Appendix C: What to do if you have an online safety concern



Appendix D: Key points to follow if you suspect or are told of abuse

Please refer to the full Safeguarding [Child Protection] Policy document for more detail on the Reporting Procedure. What follows is a very much condensed version of key actions.

Remember – it could happen here. If in doubt speak to the DSL (Clive Holder) or DDSLs (Charlotte Jones, Gill Iffland or Duncan Yates)

Adults looking after children or young people must be aware of the risk of abuse by adults or other young people. Child abuse can occur in all walks of life and Edgeborough School should not be considered in some way immune. All staff should know what to do if they suspect abuse or are told of abuse. All staff must act if there is reasonable cause for concern.

At Edgeborough we believe that all pupils have the right to be safeguarded from harm and exploitation.

1. **The priority is always to protect the child.**
2. **ALWAYS stop and listen** straightaway to someone who wants to tell you about incidents or suspicions of abuse. Treat it seriously. A voluntary disclosure from a pupil is nearly always of significance.
3. **Believe, remain calm and reassuring, and do not judge.**
4. **Keep accurate records**, keep all original notes however rough they are.
 - a. Records must be factually accurate as may be used later in court.
 - b. The pupil's own words must be recorded, not your version.
 - c. Do not embellish or speculate. Clearly state if reporting your view interpretation of their state of mind.
 - d. All notes must be signed, dated and timed. A form is provided.
5. **DO NOT guarantee confidentiality.**
Explain that you will pass the matter on to the Designated Safeguarding Lead (Clive Holder) in order to keep them safe. Reassure that only those needing to know will be informed.
6. **DO NOT ask leading questions**
such as: did he/she do X to you? Keep your questions open (is there anything else you want to tell me?) and do not interrogate. Neither you nor the Designated Safeguarding Lead is qualified to investigate allegations. Leading questions may jeopardise or compromise possible criminal procedures.
7. **IMMEDIATELY tell the Designated Safeguarding Lead** and pass on your notes as soon as possible. The Designated Safeguarding Lead will refer the matter to the Social Services (and possibly the Police) within 24 hours.

8. **NEVER think abuse is impossible** in the school or that an allegation against someone you know well and trust is bound to be wrong.

Appendix E: Cause for concern forms and body maps

Student name	Class/ Year group	SEN/LAC/CP/CiN/TAF/ other
Other persons present:		

For any sections below continue recording if necessary, ensuring it is signed and dated

Report

Reported by	Date of incident / concern / disclosure	Time of incident / concern / disclosure
<p>Provide details of the incident or concerns you have including the wording used by the child, location, description of any injuries (use body map), child's demeanour, times, dates, your observations, whether the information is first hand / fact / opinion, and any other relevant details / information, etc. Ensure you clearly record the voice of the child (e.g. use capital letters to demonstrate it can be easily recognised).</p>		
Staff name	Signature	Date / time of report

DSL response - Agreed actions and outcomes

<p>Include notes from discussions with agencies/ parents etc. and referrals, as well as the decisions made. Ensure you provide reasons for these decisions.</p>		
DSL name(s)	Signature	Date

Body Maps

Child's name:

Date of birth:

Date/time of skin markings/ injuries observed:

Who injuries observed by:

Information recorded:

Date: Time:

Name:

Signature:

