Child Protection & Safeguarding Policy

September 2023

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Safeguarding Statement 2023-2024

"It could happen here"

Safeguarding is everyone's business.

At South Camberley Primary and Nursery School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

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

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. We expect all staff, Local Advisory Committee members and volunteers to share this commitment to safeguarding our pupils.

We follow the **Surrey Safeguarding Children Partnership** procedures and have a number of policies and procedures in place, which contribute, to our safeguarding commitment, including our Child Protection & Safeguarding Policy. A copy of this policy is available on our school website.

The purpose of this policy is to provide staff, volunteers and Local Advisory Committee Members with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Key Personnel

Designated Safeguarding Lead (DSL) is Mrs Maxine Kurzberg, Head of site- Infants

Contact details:

South Camberley Primary and Nursery School, Frimley Road, Camberley, Surrey GU15 2QB Tel: 01276 63870 dsl.1@southcamberley.surrey.sch.uk

Deputy DSL(s) are:

1. Mrs N Wright, Executive Head teacher

2. Miss Jess Stodart, Head of site- Juniors

3. Mrs Sarah Ayres-Townshend, SEMH Lead

4. Mrs Rachel Summerland SENCO & Inclusion Lead

The nominated child protection Local Advisory Committee Member is: Mrs Thora Ray

Contact details: Contactable via the school office

The Executive Headteacher : Mrs Nicky Wright

Contact details: Contactable via the school office -schooloffice@southcamberley.surrey.sch.uk

The Chairs of Local Advisory committee are Mr Mirek Gliniecki and Mrs Thora Ray

Contact details: chairofgovernors@southcamberley.surrey.sch.uk

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

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

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

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

Child(ren) includes everyone under the age of 18 and applies to pupils of our school; however, the policy will extend to visiting children and students from other establishments.

Parents refers to birth parents and other adults who are in a parenting role, e.g. step-parents, foster carers, adoptive parents and those adults caring for children with a Special Guardianship Order.

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

MAP refers to Surrey Multi-Agency Partnership

CSPA refers to Surrey Children's Single Point of Access and Children's Consultation Line

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 (as amended), and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015.

The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2023 (KCSIE), and Surrey Safeguarding Children Partnership (SSCP) Procedures.

This policy is also based on Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies to safeguard and promote the welfare of pupils at the school.

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage 2023.

The Local Advisory Commitee takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy applies to all members of staff and Local Advisory Committee Members in the school.

Guidance and documents referred to in this policy

- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- Working Together to Safeguard Children (2018)
- Keeping children safe in Education 2023 (KCSIE)
- Disqualification under the Childcare Act 2006
- FGM Act 2003 Mandatory Reporting Guidance 2015 updated
- 'What to do if you are worried a child is being abused' 2015
- Teacher Standards 2011
- Information Sharing Advice for Practitioners' guidance 2018
- http://www.orchard.surrey.sch.uk/documents/policies/Touch%20and%20the%20use%20of%20Restrictive%20Physical%20Intervention%20(SCC).pdf
- The Equality Act 2010
- Surrey County Council Policy Guidance for Safeguarding Children Missing Education May 2017 (Revised November 2017)
- Advice from NSPCC – When to call the police
- Revised Prevent Duty Guidance for England and Wales 1 April 2021
- https://www.surreycc.gov.uk/schools-and-learning/schools/at-school/extra-support-for-your-child/alternative-learning-for-those-with-additional-educational-needs#:~:text=This%20support%20is%20usually%20provided,%2D%20or%20long%2Dterm%20illnesses.
- The Serious Crime Act 2015

Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

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

We will advance equality of opportunity between people who share a protected characteristic and people who do not share it.

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

Details of our specific duties are published under the school's equality statement and measurable objectives. These are available on the school website.

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

We adhere to the principals of and promote anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

Policy Principles & Values

- The welfare of the child is paramount
- We will always act in the best interest of the child.
- Maintain an attitude of "It could happen here".
- Safeguarding is everyone's business.
- Maintain a "zero-tolerance" approach to sexual violence and sexual harassment.
- Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
- All children have a right to be protected from harm and abuse.
- All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school. All staff, but especially the DSLs will consider whether children are at risk of abuse or exploitation in situations outside of their families, recognising that extra-familial harms include, but are not limited to, sexual exploitation, criminal exploitation and serious youth violence.

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

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

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

Policy Aims

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

- To support the child's development in ways that will foster security, confidence and independence.

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulty, believing they will be effectively listened to.

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

- To enable the school to effectively contribute to Early Help, assessments of need and support for those children.

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

- To emphasis the need for good levels of communication between all members of staff.

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

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

- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (all according to KCSIE guidance), and a single central record is kept for audit.

- To comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.

- To ensure consistent good practice within school and ensure that safeguarding follows a whole school approach.

- To clarify safeguarding expectations for members of the school community, staff, Local Advisory Commitee, children, and their families.

- To contribute to the establishment of a safe, resilient, and robust safeguarding culture in school built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

- To support contextual safeguarding practice recognising that the school's site can be a location where harm can occur.

- To set expectations for developing knowledge and skills within the school's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.

- To identify at an early stage the need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.

- To work in partnership with children, parents/carers, and other agencies in the Surrey Safeguarding Children's Partnership.

Supporting Children

Our school will support all children:

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

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

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

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

We will promote a caring, safe and positive environment within the school.

We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.

We will ensure children are taught to understand and manage risk through Learning for Life education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety and anti-bullying, road safety, pedestrian and cycle training. As well as focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

We take all welfare concerns seriously and encourage children to talk to us about anything that worries them.

We will respond sympathetically to any requests for time out to deal with distress and anxiety.

We will offer details of helplines, counselling or other avenues of external support.

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

We will provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school medical records are forwarded as a matter of priority with in 5 school days and statutory timescales.

Children are taught about safeguarding, including online, through various teaching and learning opportunities as part of a balanced curriculum. Children are taught how to recognise when they are at risk and how to get help when they need it. We will encourage the use of strategies to encourage children to share concerns for example worry eater, as well as access to Lego therapy, Art therapy and mental health support. We deliver Learning for Life lessons so children know who they can talk to if they don't feel safe.

Prevention / Protection

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

The school will:

Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they have had happy/sad lunchtimes/playtimes

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

Include safeguarding across the curriculum, including Learning for Life education, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, accessing emergency services, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel. It is also recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special education needs or disabilities.

Provide preventative education by creating a culture of zero tolerance for sexism, misogyny/ misandry, homophobia, biphobia and sexual violence and sexual harassment.

Ensure all staff are aware of school guidance for their use of mobile and smart technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks, including the following:

- Mobile phones, E readers and SMART watches may not be brought into school by children. This is in place to safeguard the staff and children at South Camberley Primary and Nursery School. The exception to this is when children in Year 6 are walking to and from school independently. In this instance, their phones are passed to the class teacher at the start of the school day and retained by the office until the children are released at the end of the day.
- Staff mobile phones, E readers, tablets and SMART watches may not be used during lessons or formal school time. They should be switched off (or silent) at all times. The exception to this is when staff are on a school trip and need to communicate with school staff only.
- The Bluetooth functionality of a mobile phone or tablet should be switched off at all times and may not be used to send images or files to other mobile phones. Mobile phones and personal devices, cameras and videoing equipment are not permitted in certain areas within the school site such as toilets.
- The camera and filming functions of personal mobile devices must not be used in school, on school trips or on official school business.
- As a precaution, any other devices that can take images or can make contact with other devices (e.g. SMART Watches) must be kept in a school staff locker throughout the school day.
- Staff are not permitted to use their own mobile phones or devices for contacting pupils, young people or those connected with the family of the student without specific permission from the headteacher in extreme circumstances.
- Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use school provided equipment for this purpose.
- If a member of staff breaches the school policy then disciplinary action may be taken as appropriate.
- Staff use of mobile phones during the school day will normally be limited to the lunch break and after school.
- Staff should ensure that their phones are protected with PIN/access codes in case of loss or theft.
- Staff should never store parents' or pupils' telephone or contact details on their mobile phone, as this allows the possibility of inappropriate contact.
- Staff should never send, or accept from anyone, texts or images that could be viewed as inappropriate.

If a member of staff suspects a message, text or similar may contain inappropriate content it should not be opened but a senior member of staff should be contacted.

Safe School, Safe Staff

We will ensure that:

The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and reflects all applicable KCSIE guidance. Full details of the procedure are set out in the school's Safer Recruitment and Selection Policy. A change in the law means that Disqualification by Association will only apply on domestic premises, not schools in 2018. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. We no longer ask about the cautions or convictions of someone living or working in their household,

only about staff themselves. All staff have a responsibility to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. An enhanced DBS check is carried out for all new employees, staff have a responsibility to inform the Headteacher if their circumstances change whilst employed at the school. This statement is in the Staff behaviour policy, which all staff have signed and agreed to adhere to. The school also conducts 3-yearly DBS renewals, for its directly employed staff.

All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and Keeping Children Safe in Education 2023 (KCSIE) part 1 and annex B.

All staff receive safeguarding and child protection training at induction in line with advice from Surrey Safeguarding Children Partnership which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually. In addition, we deliver hot topic safeguarding update sessions for all staff and other regular updates through staff meetings and LSA briefing sessions.

Staff joining our school mid-year will also receive training within the first 3 weeks of joining.

All members of staff are trained in and receive at least annual updates in online safety (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and reporting concerns and reporting concerns)

All staff and Local Advisory Committee Members have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The child protection policy is made available via the school website and that parents/carers are made aware of this policy.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy on the school's website and hard copies being available at the school office and reference to it in the school's handbook.

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

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

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

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

All staff will be given a copy of Keeping Children Safe in Education 2023 and Annex B of and will sign to say they have read and understood it. This applies to the Local Authority Commitee in relation to part 2 of the same guidance.

The DSL, Mrs Maxine Kurzberg is a member of the Senior Leadership Team. The Deputy DSL's are Mrs Nicky Wright, Miss Jess Stodart, Mrs Rachel Summerland and Mrs Sarah Ayres-Townshend. These Officers have undertaken the compulsory training delivered through the SSCP (Modules 1&2/2 days) and have undertaken 'DSL New to Role' training followed by biannual updates.

Use of school premises for non-school activities

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and ensure that any groups who use the school premises have appropriate child protection policies and procedures in (including inspecting these as needed).

We follow the guidance set out in Keeping children safe in out-of-school settings and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Failure to comply with these arrangements would lead to termination of the agreement. See https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings

If the school receives an allegation relating to an incident that happened when a third-party provider was using school premises we will follow it the procedures set out in its allegations of abuse policy including informing the LADO.

Roles and Responsibilities

All School Staff:

All staff have a key role to play in identifying concerns early and in providing help for children. All staff are aware that they do not need to wait for a disclosure before acting; other indicators of safeguarding

concerns include, overhearing conversations, changes in behaviour of the child, seeing images on devices (which may be confiscated by staff). Staff are aware that they can ask children outright if they have been harmed, and what the nature of the harm was.

To achieve this they will:

- Reassure children that they are being taken seriously and that they will be supported and kept safe.
- Explain to children that the law is in place to protect them rather than criminalise them, in such a way that avoids alarming or distressing them.
- Ensure that the child doesn't get the impression that they are creating a problem or made to feel ashamed for making a report.
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation.
- Be vigilant to safeguarding issues, knowing that they overlap each other.
- Be aware of the risk factors that increase the likelihood of involvement in serious violence.
- Be aware that children with SEND are more vulnerable to abuse and also are more likely to have more difficulty communicating their experiences and concerns.
- Be aware that children may face additional barriers to telling someone because of their vulnerability, disability, gender or/and sexual orientation.
- Recognise it may only be the first incident reported, rather than representation of a singular incident, and that trauma can impact on memory.
- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Understand that safeguarding is "everyone's responsibility".

- Maintain a “zero-tolerance approach to sexual violence and sexual harassment”.

- Know how to respond to a pupil who discloses harm or abuse following training of ‘Working together to Safeguard Children’, and ‘What to do if you are worried a child is being Abused’ (2015).

- Report their concerns to the DSL immediately and on that day if they are worried a child is being abused and record their concerns on CPOMS (a security child protection computer based programme.) If the DSL is not contactable immediately, a Deputy DSL should be informed.

- Be prepared to refer directly to the Multiagency Partnership (MAP), and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

- Follow the allegations procedures if the disclosure is an allegation against a member of staff, supply staff or volunteer.

- Follow the procedures set out by the Surrey Safeguarding Children Partnership and take account of guidance issued by the Department for Education.

- Report low-level concerns (as defined in KCSIE 2023) about any member of staff/supply staff or contractor or volunteer to the Headteacher in accordance with the school’s Low-Level Concerns policy.

- Follow the procedures set out by the Surrey Safeguarding Children Partnership and take account of guidance issued by the Department for Education to safeguard children.

- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.

- Treat information with confidentiality but never promising to “keep a secret”.

- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

- Have an understanding of Early Help processes and be prepared to identify and support children who may benefit from early help.

- Will identify children who may benefit from early help, including children with physical and/or mental health conditions or needs, a family member in prison or a parent who has offended, at risk of honour-based abuse and/or FGM or forced marriage, and persistent absence from school or frequent lateness, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school’s pastoral support process or an early help assessment). In some circumstances it may be appropriate for a member of school staff to act as the Lead Professional in early help cases.

- Liaise with other agencies that support pupils and provide early help.

- Know who the DSL and Deputy DSL, the Chair of the Local Advisory Committee and the Committee members are responsible for safeguarding are and know how to contact them.

- Have an awareness of the role of the DSL, the schools Child Protection & Safeguarding Policy, Staff Behaviour Policy (Code of Conduct) Policy, Safe Working Practices Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.

- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- Assist the Local Authority Committee and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

- Read and understand Part 1 of statutory guidance KCSIE (2023). Those working directly with children will also read Annex B.

- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the DSL.

- Be aware of indicators of abuse and neglect understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

- Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:

    - who may need a social worker and may be experiencing abuse or neglect
    - requiring mental health support
    - may benefit from early help
    - where there is a radicalisation concern
    - where a crime may have been committed

- Be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may does not recognise these experiences as harmful. For example, children may feel embarrassed, humiliated or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

The Headteacher

In addition to the role and responsibilities of all staff the Headteacher will ensure that:

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.

- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.

- The school has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.

- The school's staff have appropriate knowledge of part 5 of the government's KCSIE 2023 guidance (Child on child sexual violence and sexual harassment).

- All children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is the case. Also that comprehensive records of all allegations are kept.

- All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.

- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.

- Provide opportunities for a co-ordinated offer of early help when additional needs of children are identified

- Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.

- With the designated safeguarding lead ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.

- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

- Child-centred systems and processes are in place for children to express their views and give feedback.

- Staff recognise that Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, and that they may face additional barriers when recognising that they are being abused or neglected. It is also recognised that these children are more prone to child on child abuse than other children. Furthermore, it is acknowledged that those children with SEND or certain health conditions may experience communication barriers and difficulties in managing or reporting these challenges.

- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.

- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

- Ensure that allegations or concerns against staff, supply staff or volunteers are dealt with in accordance with guidance from Department for Education (DfE), Surrey Safeguarding Children Partnership and Surrey County Council (SCC).

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

The Designated Safeguarding Lead:

Details of the DSL and DDSL are available on the school website and in the school reception area.

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

- Holds the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) in the school, this responsibility is not able to be delegated.

- Will have an **"it could happen here"** approach to safeguarding.

- Work with parents and carers to engage them in supporting the safeguarding of their children.

- Liaise with the local authority, the three safeguarding partners and work in partnership with other agencies in line with Working Together to Safeguard Children. Discuss and agree with safeguarding partners, levels for the different types of assessment, as part of local arrangements. NSPCC – *When to call the police* should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. https://www.npcc.police.uk/

- Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse to the Surrey Children's Single Point of Access (C-SPA) and act as a point of contact and support for school staff. Requests for support should be made securely by email to cspa@surreycc.gov.uk using the Request for Support Form,and may follow a discussion on the C-SPA Consultation Line by telephone 0300 470 9100. Urgent referrals should be made by telephone 0300 470 9100 and ask for the priority line.

- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process and use the Prevent Referral Form in Appendix 4 to refer cases by email to preventreferrals@surrey.pnn.police.uk . If the matter is urgent, the Police must be contacted by dialling 999. In cases where further advice from the Police is sought, dial 101 or contact the Counter Terrorism Security Advisers (CTSA) for Surrey Police as follows:
  - Claire McDonald - Prevent Supervisor https://www.surreysafeguarding.org.uk/2018/09/21/prevent-referral-process-september-2018/ Tel: 01483 632982
  - Oliver Greenaway – North Surrey and Woking; Oliver.Greenaway@surrey.pnn.police.uk Tel: 01483 639055 or 07720 043980
  - PC 3113 Charles Harris – Prevent PC Charles.Harris@surrey.pnn.police.uk Tel: 01483 631565 or 07967 988988

  or ctsa@surrey.pnn.police.uk or 01483 639871 and/or the Anti-terrorism hotline on 0800 789 321

- The Department of Education has also set up a dedicated telephone helpline for staff and Local Advisory Committee Members to raise concerns around Prevent (020 7340 7264).

- Refer cases where a crime may have been committed to the Police as required.

- Liaise with the "case manager" and Local Authority Designated Officer (LADO) for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.

- Follow DfE and KCSIE guidance on 'Child on Child Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.

- Follow KCSIE and DfE guidance and be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.

- When there has been a report of sexual violence, make an immediate risk assessment (identifying risks and needs) in the form set out in Appendix 4. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.

- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.

- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.

- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.

- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.

- Have a secure working knowledge of Surrey Safeguarding Children Partnership (SSCP) procedures and understand the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.

- Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.

- Have a working knowledge of how Surrey Country Council conduct an initial child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Understand the lasting impact that adversity and trauma can have, including on the children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

- Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.

- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCo) on matters of safety and safeguarding and consult the SSCP Levels of Need document to inform decision making and liaison with relevant agencies.

- Be alert to the specific needs of children in need, those with SEND and young carers, relevant health conditions and young carers.

- Prepare risk assessments linked to keeping pupils within school safe whenever needed, for example risk assessments for pupils with broken limbs or other temporary or permanent incapacity or risk assessments centred around the behaviour of certain pupils. The school's general template risk assessment form is in Appendix 5.

- Work closely with mental health lead where safeguarding concerns are linked to mental health.

- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

- Keep detailed, accurate records (either written or using appropriate secure online software), that includes all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken.

- Securely transfer records when a child moves to another school, including in-year and end of year to another primary school (within 5 days of a child starting at their next school) and at the end of a Key Stage to the next Key Stage, i.e. primary school to secondary school (within 5 days of the start of a new term for the child).

- Ensure that an indication of the existence of the additional child protection file is marked on the pupil school file record.

- Ensure that when a pupil transfers school (including in year), their child protection file is passed to the new school as soon as possible, including CPOMS records if available at the transition school, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives, (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.

- Ensure that where a pupil transfers school (including in year), and is on a child protection plan or is a child looked after, their information is passed to the new school immediately, using CPOMs if available at the transition school, and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.

- Ensure that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be securely destroyed, unless the transition school has CPOMs, then this is done electronically.

- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.

- Work with the DSL team, local authority and social workers to make informed decisions in the best interests of the child, for instance the child's safety, educational outcomes and welfare. This should be a matter of routine. Furthermore, the social worker and the DSL need to work together to respond to unauthorised absences etc. and promote welfare.

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT to ensure that relevant members of staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- Report to the headteacher any significant issues for example use of the SSCP multi-agency escalation procedures enquiries under section 47 of the Children's Act 1989 and police investigations.

- Be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

- Be aware of pupils who have a social worker and ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.

- Ensure that all staff, within 3 months of employment at South Camberley Primary and Nursery School and updated once a year thereafter, sign to say they have read, understood and agree to comply with the school's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and annex B and ensure that the policies are used effectively.

- Organise child protection and safeguarding induction, regularly updated training, following the training guidance published by the Education Safeguarding Team, and a minimum of annual updates (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) for all school staff, keep a record of attendance and address any absences.

- Ensure that in collaboration with the school leadership and Local Advisory Committee Members, the child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.

- Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.

- Establish and maintain links with the three safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

- Provide termly safeguarding information as requested for the Surrey Audit.

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

- Work with the Executive Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2023.

The Deputy Designated Safeguarding Lead(s):

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

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.

- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.

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

The Local Advisory Committee

All members of The Local Advisory Committee understand and fulfil their responsibilities to ensure that child protection is at the forefront of process and policy and that a whole school approach to safeguarding is facilitated, including online safety, vulnerable children, victims of abuse and SEND:

- There is a whole school approach to safeguarding.

- The school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education. Ensure policies are consistent with Surrey Safeguarding Children Partnership (SSCP) and statutory requirements, are reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with

safeguarding issues as they emerge and evolve, including lessons learnt and that the Child Protection policy is available on the school website.

- The Surrey Safeguarding Children Partnership (SSCP) is informed in line with local requirements about the discharge of duties via the Biennial (s 157 s 175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via The Virtual College – ENABLE to Surrey County Council.

- That the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.

- That at least one member of the Local Advisory Committee has completed safer recruitment training to be repeated every five years.

- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2023) part 1 and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. Staff members who do not work directly with children on a regular basis have read the KCSIE condensed part 1 contained in Annex B of KCSIE 2023.

- That all staff including temporary staff, volunteers and contractors are provided with the school's child protection policy and Staff Behaviour (Code of Conduct) policy.

- That the school has procedures for dealing with allegations of abuse against staff (including supply staff and the Headteacher), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or "low level concerns" as defined in KCSIE 2023.

- That a nominated Local Advisor for safeguarding is identified to monitor the effectiveness of this policy in conjunction with the Local Authority Committee.

- That a member of the senior leadership team has been appointed by the Local Advisory Committee as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.

- That on appointment, the DSL and deputies undertake interagency training (now SSCP) Foundation Modules 1 and 2) and also undertake DSL New to Role and then 'Update' training every two years as well as attending DSL network events and meetings.

- That children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through Learning for Life education and relationship and sex education (RSE).

- That the school will comply with DfE and Surrey County Council SCC Children Missing Education requirements.

- That the school will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The governing body will ensure there are clear systems and processes in place for identifying possible mental health problems, include routes to escalate and clear referral and accountability systems.

- That appropriate online filtering and monitoring systems are in place.

- Enhanced DBS checks (without barred list checks, unless the committee member is also a volunteer at the school) are in place for all members of the Local Advisory Committee.

- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.

- Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2023 Annex C.

- Ensure section 128 checks are undertaken as defined in KCSIE 2023.

- Ensure where school facilities/premises are rented to or hired by organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) appropriate arrangements are in place to keep children safe.

- That any weaknesses in Safeguarding are remedied immediately.

- The school is aware that OFSTED inspections will always report on whether or not arrangements for safeguarding children and learners are effective.

All members of The Local Advisory Committee will read Keeping Children Safe in Education (2023) Parts 1 and 2.

The Chair of the Local Advisory Committee will act as the “case manager” in the event that an allegation of abuse is made against the headteacher, where appropriate, in line with the school’s Allegations of Abuse against Staff policy.

The Local Advisory Committee should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements

The Local Advisory Committee must ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, is integrated, aligned, and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning.

The Local Advisory Committee should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children.

The Local Advisory Committee should take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

Multi-agency Working

School has a pivotal role to play in multi-agency safeguarding arrangements. The Local Authority committee, SLT and DSLs need to ensure that the school contributes to the multi-agency working in line with statutory guidance Working Together to Safeguard Children. New safeguarding partners and child death partner arrangements are now in place. Agencies will work together to safeguard and promote the welfare of children, including identifying and responding to their needs.

Confidentiality and Sharing Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance. The school will refer to the guidance in the data protection: toolkit for schools – http://www.gov.uk/government/publications/data-protection-toolkit-for-schools guidance to support schools with data protection activity, including compliance with the GDPR.

Information will be shared with staff within the school who 'need to know'. Relevant staff have due regard to Data Protection principles which allow them to share (and withhold) information.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and the update in 2018 and General Data Protection Regulations are not a barrier to sharing information where a

failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must also be aware of the provisions in the school's current Data Protection and Subject Access Request Policy.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.

All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Child Protection Procedures

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

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

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

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

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

1. Make an initial record of the information related to the concern using CPOMS as soon as possible.

2. Report it to the DSL immediately using CPOMS and in person.

3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

4. Make an accurate record on CPOMS (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

    Dates and times of their observations
    Dates and times of any discussions in which they were involved.
    Place and context of disclosure
    Who was present
    Any injuries identified on a body map
    Explanations given by the child / adult
    Rationale for decision making and action taken
    Any actual words or phrases used by the child
    Demeanour/non-verbal behaviour of the child

5. Any paper records must be signed and dated by the author, scanned in and uploaded onto CPOMs. Records recorded on CPOMs must be through the author's own log in account. The record needs to be completed by the adult received the information.

6. In the absence of the DSL or the deputies, staff must be prepared to refer directly to C-SPA and the police if appropriate, if there is the potential for immediate significant harm.

Following a report of concerns the DSL must:

1. Using the Surrey Safeguarding Children Partnership (SSCP) Levels of Need, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the MAP and the police if it is appropriate.

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

3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the MAP consultation line on 0300 470 9100 by sending a Requesting for Support Form by secure email to: cspa@surrey.cc.gov.uk or contact the Surrey Children's Single Point of Access (C-SPA). If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify MAP of the occurrence and what action has been taken

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

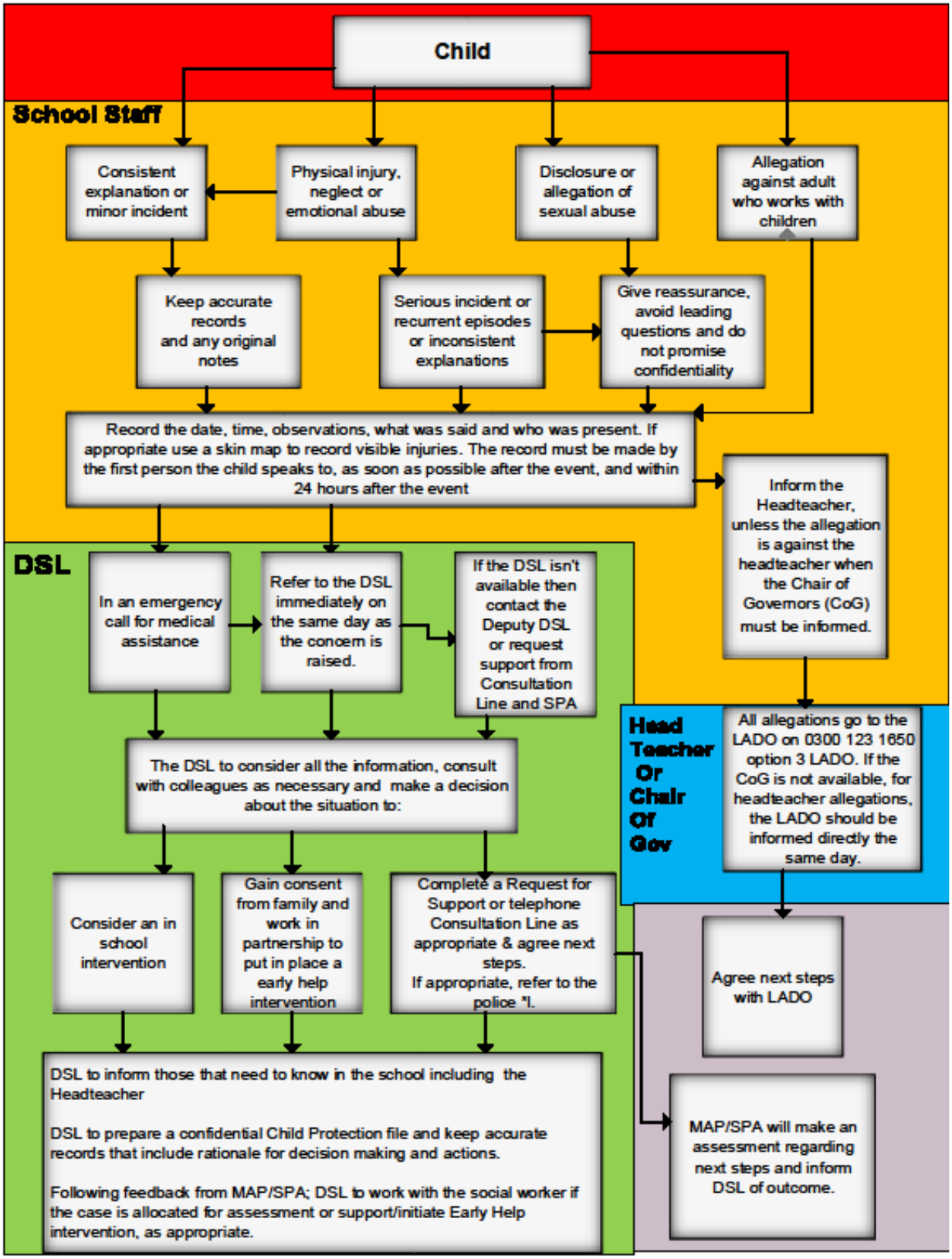
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the early help.

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

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

8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police where they either:
   - Are informed by a girl under 18 that an act of FGM has been carried out on her; or
   - Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth. The DSL should also be made aware.

Child Protection Procedures Flowchart



** In the cases of known FGM, the teacher who was made aware will also make contact with the police*

Dealing with disclosures

All staff

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

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

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

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- Listen and reassure
- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- tell the child that you must pass this information on
- explain what will happen next
- make a careful record of what was said in the child's words
- sign, date and record the time on records

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- delay or fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified

and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Guiding principles, the seven R's

Receive

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

Reassure

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

Respond

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

Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the MAP or Police, as appropriate directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press the DSL for re-consideration

Record

- If possible, make some very brief notes at the time, and write them up as soon as possible on CPOMs. The original notes need to be uploaded onto CPOMs at the time of entering the incident on to CPOMs
- Pass your original notes to the DSL for secure keeping.
- Record the date, time, place, person or people present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words

- If appropriate, complete a body map to indicate the position of any noticeable bruising. These needs to be uploaded to CPOMs when an entry of the incident is made.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

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

Review (led by DSL)

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

What happens next?

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

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Headteacher or Safeguarding member of the Local Advisory Committee of the school and/or may contact the MAP.

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

In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Safeguarding Concerns and Allegations against adults who work with children

Procedure

This procedure must be used in all cases in which it is alleged a member of staff, supply staff, local advisory committee member, volunteer or a contractor in a school, or another adult who works with children has:

- *behaved in a way that has harmed a child, or may have harmed a child; and/or*
- *possibly committed a criminal offence against or related to a child; and/or*
- *behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children ; and/or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children which includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk.*

In dealing with allegations or concerns against an adult, staff must without delay:

- Report any concerns about the conduct of any member of staff, supply staff, local advisory committee member, volunteer or contractor to the Headteacher immediately.

- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of the Local Advisory Committee as soon as possible. If the Chair of the Local Advisory Committee is not available, then the LADO should be contacted directly.

- There may be situations when the Headteacher or Chair of the Local Advisory Committee will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

- Once an allegation has been received by the Headteacher or Chair of the Local Advisory Committee they will contact the LADO on 0300123 1650 option 3 *LADO*
  Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.

- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2023) and the Surrey Safeguarding Children Partnership (SSCP) procedures.

When using an agency for supply staff, the school will inform the agency of its process for managing allegations.

Where an allegation is made against a member of supply staff, the Headteacher will immediately contact both the agency concerned and the LADO. The school will ensure that any allegations are dealt with appropriately and liaise with relevant parties. The school will continue to support any investigation that is required.

If the school receives an allegation relating to an incident that happened when a third-party provider was using school premises we will follow our standard safeguarding procedures including informing the LADO.

Low-level concerns

The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the setting may have acted in a way that:
• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
• does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

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

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Reports should be made to the Headteacher in accordance with the school's Low-Level Concerns policy in a timely manner. If the Headteacher has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

Records should be reviewed so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified.

Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies will be revised, or extra training delivered to minimise the risk of it happening again.

What is child abuse?

The following definitions are taken from W*orking Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based abuse, forced marriage or female genital mutilation. To support the local context, all staff have access to the Surrey Safeguarding Children Partnership Levels of Need Threshold Document.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse may involve hitting, kicking, shaking, biting, hair pulling, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

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

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Sexual abuse

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
The https://surreyscp.org.uk/wp-content/uploads/2021/04/Surrey-Neglect-Screening-tool-Jan-2021.pdf is available to provide a more detailed information regarding the assessment of neglect.

The nature of neglect

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

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

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

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

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

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

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

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

Indicators of neglect

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

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The Neglect Risk Assessment Tool provides staff with a resource to identify and act on concerns regarding neglect.
Physical indicators of neglect

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

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies
- Poor attachment to caregivers and emerging mental health difficulties

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic abuse.

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

Indicators of emotional abuse

Developmental issues

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

Behaviour

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

Social issues

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

Emotional responses

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

Physical abuse

The nature of physical abuse

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

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

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

Indicators of physical abuse / factors that should increase concern

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

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

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

You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Staff working with children need to be aware of and comply with South Camberley Primary and Nursery School's Touch and Physical Intervention Policy.

Physical abuse also includes online which facilitates, threatens and/or encourages sexual violence.

Sexual abuse

The nature of sexual abuse

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

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

Characteristics of child sexual abuse:

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

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

Indicators of sexual abuse

Physical observations:

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

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults

- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Parental Substance Misuse

Substance misuse covers misuse of a range of mind-altering substances. It can have a severe impact on an individual's functioning as well as their physical health. Substance misuse is formally defined as the continued misuse of any mind-altering substance that severely affects a person's physical and mental health, social situation and responsibilities (NHS, 2019). The Advisory Council states that substance misuse can have serious consequences of a physical, psychological, social, interpersonal, financial and legal nature for users and those around them. Parental substance misuse becomes relevant to child protection when it effects parenting capacity.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's wellbeing.

Sexual violence and sexual harassment between children in schools

Child on Child Abuse– Policy Framework

Context

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

It is recognised that child on child abuse can be through harassment and misogynistic messages. Furthermore, non-consensual sharing of indecent nude and semi-nude images and videos is viewed by staff as abuse from peers, as is sharing of abusive images and pornography to those who do not want to receive such content. Sexual violence can also include an online element which facilitates, threatens and/or encourages sexual violence. Staff also recognise that causing someone to engage

in sexual activity such as forcing someone to strip, touch themselves sexually or to engage in a sexual act with and third party is abuse.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and over electrical devices, such as telephone, and face-to-face (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff know the indicators of child on child abuse even if not reported, and understand the importance of challenging inappropriate behaviours between peers and knowing that not doing so creates an unsafe environment and leads to a culture that normalises abuse. Staff also understand that abuse takes place in school, out of school, including online.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is recognised that victims will likely find the experience distressing, particularly if the perpetrator(s) is visible to them each day, and will be supported in school. It is also important that other children, adult students and school staff are supported and protected as appropriate.

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

• bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) UKCIS guidance: Sharing nudes and semi-nudes advice for education settings

• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Detailed definitions.

Sexual violence

The school is aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of setting. When referring to sexual violence, we do so in the context of child-on-child sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NB:sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NB: this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual

activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

• a child under the age of 13 can never consent to any sexual activity
• the age of consent is 16
• sexual intercourse without consent is rape.

Sexual harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of the setting. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. The school will consider when any of this crosses a line into sexual violence by talking to and considering the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. See UKCIS Sharing nudes and semi-nudes: advice for education settings
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

The school will consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

References:
DfE Keeping Children Safe in Education 2023

Policy

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

We recognise that children are capable of abusing other children and their peers and that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy and this will be dealt with under our child protection policy and in line with KCSIE (2023)

We will minimise the risk of child on child abuse by:

- making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. This could **for example include children being sexually touched/assaulted or children being subject to initiation-type (hazing) violence which can take place online as well as face to face**, and sometimes simultaneously between the two.

- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.

Prevention

Taking a whole school approach to safeguarding & child protection
Providing training to staff including how to recognise it even when it is not reported.
Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
Engaging with specialist support and interventions.
Understanding that addressing inappropriate behaviour can prevent behaviours to continue or to occur with other children.

Responding robustly to reports of sexual violence and sexual harassment

Responses should be underpinned by the principle that 'there is a zero-tolerance approach to sexual violence and sexual harassment, and it is **never** acceptable. The DSLs in school know what early help processes are available to support and where to access this support.
The Voyeurism (Offences) Act which is commonly known at the Upskirting Act came in to force on 12th April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing either genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.
The response to this in schools need to be the same as child-on-child sexual abuse and may including contacting the police. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."
Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
The key consideration is for staff not to view or forward illegal images of a child. The guidance provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

Staff taking the report will inform the DSL or a Deputy DSL immediately.
Staff taking a report will never promise confidentiality.
Parents or carers should usually be informed (unless this would put the child at greater risk).
If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the MAP securely email: c-spa@surreycc.gov.uk or telephone 0300 470 9100, as appropriate.

Risk Assessment:-

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

The Risk assessment will consider;

The victim, especially their protection and support.

The alleged perpetrator, their support needs and any sanction
All other children at the school.
The victim and the alleged perpetrator sharing classes and space at school.
The risk assessment will be recorded and kept under review.

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

Support regarding risk assessments can be accessed from the Education Safeguarding Team Resources Hub.

Action: The DSL will consider:

The wishes of the victim.
The nature of the incident including whether a crime has been committed and the harm caused.
Ages of the children involved.
Developmental stages of the children.
Any power imbalance between the children.
Any previous incidents.
That sexual violence and sexual harassment can take place within intimate personal relationships between children.
Importance of understanding intra familiar harms and any necessary support for siblings following incidents
Ongoing risks to the victim, other children or staff
Other related issues or wider context.
Confidentiality:
The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:
• parents or carers should normally be informed (unless this would put the victim at greater risk)
• the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

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

Options: The DSL decision making regarding the issue with the following possible options:-

Manage internally
Early Help intervention
Refer to C-SPA
Report to the police (generally in parallel with a referral to C-SPA)
All concerns, discussions, decisions and reasons for decision will be recorded electronically.

Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Surrey Children's Services. Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school will remain aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).
Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. Public transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident.
The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
The victim, alleged perpetrator and any other affected children & adults will receive appropriate support and safeguards on a case-by-case basis.
The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.
The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
The school will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The school recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.

Physical Abuse

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References:
DfE Keeping Children Safe in Education 2023
DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2021

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context.

The settings response to HSB:

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour
- By categorising sexual behaviours, school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

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

For each incident that arises, the school will complete a Risk and Needs Assessment in the form set out in Appendix 4.

The school will regularly review all incidents of sexual violence or harassment, child on child abuse and online abuse to identify possible patterns of behaviour and to influence and formulate future policy provisions and procedures.

Brook sexual behaviours traffic light tool



SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL

brook

www.brook.org.uk

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation,consensual activities and positive choices

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL

brook
www.brook.org.uk

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation,consensual activities and positive choices

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

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SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL

brook
www.brook.org.uk

Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation,consensual activities and positive choices

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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Anti-Bullying/Cyberbullying

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. We recognise that bullying can occur in many forms, including face-to-face, online, prejudiced-based and discriminatory. It can occur between individuals, between groups and between those in intimate relationships. The Surrey Anti Bullying Strategy and guidance provides further resources for school staff.

We keep a record of known bullying incidents which is shared with, and analysed by the governing body. All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual or Transgender (LGBT) and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

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

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

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and the school is aware that there is a range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

Online Safety

The school has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents. We follow the 'Teaching online safety in school; Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects (Teaching Online Safety in Schools, June 2019) to guide practice.
The school has established mechanisms to identify, intervene in, and escalate any concerns where appropriate. We also have a clear policy on the use of mobile and smart technology.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk, content, contact, conduct and commerce.
Children increasingly use electronic equipment, including at home, on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and Voodoo and for online gaming.
Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.
Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. They are also vulnerable to engage in commerce, including gambling.
Pupils are taught about online safety throughout the curriculum and all staff receive online safety training (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. The school online safety co-ordinators are Miss Eleri Bowen who reports to the Safeguarding lead, Mrs Maxine Kurzberg.
The school works in partnership with parents in order to engage them in online safety measures for their children.

The school follows the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), will consider a referral into the Cyber Choices programme.

This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Filtering and monitoring

The governing body and the leadership within school take all actions that they reasonably can to limit pupils' exposure to risks from the school's IT system and consider the filtering and monitoring standards published by the Department for Education: https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

The Local Advisory Commitee ensure that appropriate filters and monitoring on school devices and school networks and systems are in place and regularly review (at least annually) their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when

identified. They also consider the number of and age range of pupils in school, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning and the monitoring strategies should be effective and meet the safeguarding needs of the school.

This is to ensure that children have access to 'safe' information and that 'over blocking' does not restrict access to their learning. Government supported online safety websites provide information to support governing bodies to keep children safe online (including when children are at home). Please see below list of links on the section entitled **Further advice on safeguarding and child protection is available** for guidance and information.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy. The school follows DFE 'Searching, screening and confiscation at school' guidance.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
• denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;

• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme (https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices) This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Racist Incidents

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

Radicalisation, Extremism and Terrorism (see Anti-Radicalisation & Extremism Policy, See Visitors policy and agreement)

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

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. *(Revised Prevent Duty Guidance for England and Wales 10 April 2019).*

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

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.
The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

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

School staff receive training to help identify early signs of radicalisation and extremism. Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014). The school ensures that pupils understand how people with extreme views share these with others, especially using the internet.

The school is committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

The school Local Advisory Committee Members, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the Prevent referral process and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or contact the Counter Terrorism Security Advisers (CTSA) for Surrey Police as follows:

- Claire McDonald - Prevent Supervisor Claire.McDonald@surrey.pnn.police.uk. Tel: 01483 632982 or 07795 043842
- Oliver Greenaway – North Surrey and Woking; Oliver.Greenaway@surrey.pnn.police.uk Tel: 01483 639055 or 07720 043980
- PC 3113 Charles Harris – Prevent PC Charles.Harris@surrey.pnn.police.uk Tel: 01483 631565 or 07967 988988

or ctsa@surrey.pnn.police.uk or 01483 639871 and/or the Anti-terrorism hotline on 0800 789 321

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

Indicators of vulnerability to radicalisation or extremism

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

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

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

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

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

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

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

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

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element; or sharing extremist messages or social profiles;
- Possessing or accessing violent, illegal or 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 and peer relationships;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- Secretive behaviour;
- Intolerance of difference, including faith, culture, gender, race or sexuality;
- Graffiti, artwork or writing that displays extremist themes;
- Attempts to impose extremist views or practice on others;
- Verbalising anti-Western or anti-British views;
- Showing sympathy for extremist causes;
- Glorifying violence, especially to other faiths or cultures; or
- Making remarks or comments or advocating messages like illegal or extremist groups.
- Changing online identity or having more than one online identity.

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

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

Extremist activity can also be reported via the **Anti-Terrorist Hotline on 0800 789 321**. The line is confidential, anonymous and intended for the reporting of non-life threatening activity.

To report potentially immediate threats, such as a suspicious vehicle or package, always call 999.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and the Local Advisory Committee to raise concerns around Prevent (020 7340 7264). Referral must also be sent to Surrey. The referral form has been created to share the form with both the police and the MASH, to allow the safeguarding concerns to be assessed alongside any police risk. Referral forms must be sent to:

preventreferrals@surrey.pnn.police.uk

This is saved in the CP folder on the admin drive.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. It involves the use of power and coercive 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. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 introduces the first statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Domestic abuse represents one quarter of all violent crime. 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.

Living in a home where domestic abuse takes place is harmful to children and can have a serious long lasting emotional and psychological impact on their behaviour, wellbeing and understanding of healthy, positive relationships, including impacting upon their own personal, intimate relationships. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

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

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and family. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

• NSPCC- UK domestic-abuse Signs Symptoms Effects

• Refuge - what is domestic violence/effects of domestic violence on children

• Safelives: young people and domestic abuse

• Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

• Operation Encompass (includes information for schools on the impact of domestic abuse on children)

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

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

- East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350
- Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822
- North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690
- South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child sexual exploitation and child criminal exploitation are forms of child abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic and other resources. In some cases the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator of facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be one off occurrence or a series of incidents over time. It can range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears to be consensual. As well as being physical, it can be non-contact, facilitated and/or take place online or occur through the use of technology. In many cases, the child may not realise they are being exploited or abused, for instance, believing that they are in a loving relationship.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

All staff are aware of the link between online safety and vulnerability to exploitation.

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

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

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of school. All staff, especially the DSL and DDSLs, will consider whether children are at risk of abuse or exploitation in situations outside their families, Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, sexual abuse, criminal exploitation, County Lines and serious youth violence.

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

In all cases if the tool identifies any level of concern (green, amber or red) the DSL should contact the MAP and email the completed CSE Screening Tool along with a Request for Support Form. If a child is in immediate danger the police should be called on 999.

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

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

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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include: Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability; • Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Child Criminal Exploitation & Gangs

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

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

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

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems. Children may become trapped as they, or their families, may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons for their own protection.

Criminal exploitation of children is a typical feature of county lines criminal activity with children being exploited to move and store drugs and money. “County lines” is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children can be targeted and recruited into county lines in a number of locations including schools. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs. A referral to the National Referral Mechanism should be considered with Social Care and Police colleagues if it is considered that an individual is at risk to modern slavery in this sense.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)

• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
• are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
• are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
• owe a 'debt bond' to their exploiters
• have their bank accounts used to facilitate drug dealing.
Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation. Those children involved in criminal exploitation need to be treated as victims even though they may have committed crimes themselves.

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

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

Serious Violence

Serious violent youth crime' is defined by the Home Office Assessment of Policing and Community Safety (APACS) as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 11-19'

Indicators of involvement with serious violent crime

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs and may be at risk of criminal exploitation
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries
- association with other young people involved in exploitation.

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

Modern Slavery

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

Sharing of Nudes and Semi Nudes (previously Youth produced sexual imagery or 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 nude or semi-nude photos and videos consensual and non-consensual. Such imagery involving anyone under the age of 18 is unlawful.

Sharing Nudes or Semi Nudes refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18.
- Voyeurism Act 2019 – Upskirting is now a criminal act in the UK. The response to this in schools need to be the same as peer on peer sexual abuse and may including contacting the police. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance

'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

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

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL immediately.

- The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off.
- Staff must not view, copy or print the youth produced sexual imagery.
- Staff should never download or share the imagery, or ask a child to share or download it.
- If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL.
- Staff should not delete the imagery or ask the young person to delete it.
- Staff should not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Staff should not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Staff should not say or do anything to blame or shame any young people involved.
- Staff should explain to the young person that they need to report it and reassure them that they will receive support and help from the DSL.

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

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 the C-SPA 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 apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to the MAP or the Police.

During the decision making the DSL will consider if:

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

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

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

Honour-based Abuse

Honour based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. They are a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

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

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

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. The Serious Crime Act 2015 sets out a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

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

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

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

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

School staff are trained to be aware of risk indicators of FGM, which include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

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

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

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

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

4 types of procedure:

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

Why is it carried out?

Belief that: FGM brings status/respect to the girl – social acceptance for marriage

- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour

- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

This procedure is also known as cutting, sunna, gudnin (Somali) and Tahur (Sudanese)

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 Leone, 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

Forced Marriage

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

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

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

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the MAP and/or the Forced Marriage Unit 200 7008 015

One Chance Rule

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

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

Private Fostering Arrangements

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

Children looked after by the local authority or who are place in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

The school recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. They are a potentially vulnerable group who should be monitored particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Therefore, all staff are alert to possible safeguarding issues.

On admission the school will take steps to verify the relationship of the adults to the child who is being registered.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care at least six weeks before the arrangement is due to start. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this will the DSL and the DSL will notify the SSCPA immediately.

Mental Health

School has an important role to play in supporting the mental health and wellbeing of our pupils. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Although it is only appropriately trained professionals who can diagnose mental health problems, staff observe children day-to-day and identify those whose behaviour suggests that they may be experiencing mental health problems or be at risk of developing one.

Where children have suffered abuse and neglect and other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking with one of the school's DSLs. School has access to a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. School has access to the Mental Health and Behaviour in Schools Guidance (https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

Children and Previously Looked After Children

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

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

- Low Level Concerns to be addressed with the headteacher
- Addition of contractors to be provided with relevant policies

The designated teacher and Local Advisory Committee member for looked after children will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Surrey County Council's Head of Virtual School.

The designated teacher for looked after children and previously looked after children will work in partnership with the Virtual School Headteacher to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

Following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, the designated teacher has responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales.

Contextual Safeguarding

The school assesses the risks and issues in the wider community when considering the well-being and safety of children. As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from influences outside of their families. The school recognises that these extra-familial threats might arise from within their peer groups, from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines
- trafficking
- online abuse
- sexual exploitation
- extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

At South Camberley known local community risks include domestic violence, drug and alcohol abuse and county lines.
Staff are trained on contextual influences and follow the school procedures for reporting concerns. Any concerns regarding supply staff should be referred immediately to the Head teacher

Children with special educational needs and disabilities or health needs

The school recognises that children with special educational needs (SEN) and disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers that can exist when recognising abuse and neglect in this group of children include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation (including prejudice based bullying) than other children.;

- the potential for children with SEN and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers; and
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so.

Any reports of abuse will require close liaison with the DSL and the SENDCO.

The school addresses these additional challenges by considering extra pastoral support for children with SEN and disabilities or certain medical conditions to help to keep them safe or keep themselves safe along with ensuring any appropriate support for communication is in place.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

The school should raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation, when such incidents occur, ensuring anonymity and confidentiality of the children and parents involved. As children get older and are granted more independence (for example, as they start walking to school on their own in Years 5 and 6) it is important they are given practical advice on how to keep themselves safe. The school provides outdoor-safety lessons during RSE, PHSE and Circle Times, for instance. The school also has links with the police and works directly with our allocated Police Community Support Officer, Amber Degabriele (PC 17553) (email: amber.degabriele@surrey.pnn.police.uk), who is accessible to support the school in aspects such as unknown adults loitering near the school. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org .

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. The guides are available on this link http://www.socialworkerstoolbox.com/going-court-booklet-children-young-people-going-

witnesses-crown-magistrates-youth-court/ There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

Children Absent from school and Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The school recognises that children absent from school for prolonged periods and/or on repeat occasions missing education and children missing education are at significant risk of underachieving, and becoming NEET (not in education, employment or training) later in life.

A child being absent from school for prolonged periods and/or on repeat occasions going missing from education, particularly repeatedly, and a child missing education can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of abuse, harm and neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveler families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

The school will follow procedures for unauthorised absence and for dealing with children who are absent from school, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of becoming children missing education in future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. This also includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Parents are asked to ensure that the school has at least two emergency contact numbers for their child and to update the school as soon as possible if the numbers change.

The school will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006 and follow the guidance laid out in Surrey County Council Policy Guidance for Safeguarding Children Missing Education November 2017

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

The school will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child's name from the school register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii)of The Education (Pupil Registration) (England) 2016.

The school will:

- Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil will attend the school.
- Notify the Local Authority within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new pupil.
- Notify the local authority if a pupil who is expected to attend the school fails to take up the place.
- Monitor each child's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence; and address poor or irregular attendance without delay.
- Remove a child's name from the admissions register (Scholar Pack) on the date that the child leaves the school.
- The school will notify the Local Authority when they are about to remove a child's name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.
- Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the Elective Home Education Team / Education Welfare.
- Where parents orally indicate that they intend to withdraw their child to be electively home educated and no letter has been received, the school will not remove the child from roll and will notify the Local Education Inclusion Team at the earliest opportunity.
- When a pupil leaves the school, record the name of the pupil's new school and their expected start date.

Staff will be trained on signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.
If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. The school will

make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Pupils Missing Out of Education (PMOOE)

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

Where children are educated offsite or in dual placements safeguarding risk assessments are completed.

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

The school will ensure that and parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed;

The school will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it;

The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child. The school continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

The school will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

The school leadership will report to the Local Advisory Committee of any formal direction of a pupil to alternative provision to improve behaviour.

The school leadership will report to the Local Advisory Committee information regarding the use and effectiveness of the use of alternative provision and modified timetables.

Children who need the support of a Social Worker

- Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances
- These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health
- The local authority should inform the school if a child has a social worker, and the DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:

  -Responding to unauthorised absence or missing education where there are known safeguarding risks

  -The provision of pastoral and/or academic support

  See https://www.gov.uk/government/publications/review-of-children-in-need

Remote Education

School communications with parents and carers will be used to reinforce the importance of children being safe online. Parents and carers are likely to find it helpful to understand what systems the school uses to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school their child is going to be interacting with online.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Local Advisory Committee will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the Local Advisory Committee will ensure the school has appropriate filters and monitoring systems in place and regularly review (at least annually) their effectiveness. They will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Local Advisory Committee will consider the age range of the children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

The filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning and the monitoring strategies should be effective and meet the safeguarding needs of the school.

School Attendance and Behaviour

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

The school recognises that absence from school and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. Daily attendance is monitored and recorded as set out in our Attendance and punctuality policy.

Where a pupil is absent without explanation, the school will respond as follows:
• The first day contact procedure will be activated for all pupils who are not in school by the close of register
• If there is no response following the first day contact procedure, the school will contact the pupil's named emergency contacts
• A home visit may be carried out where school have not been able to contact the pupil's parent or named emergency contacts
• If any pupil leaves the school site without permission, school will contact parents and take appropriate action to ensure the pupil's safety and welfare. If the child is not found the police will be informed

The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

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

Homelessness

The school recognises the importance of early intervention to prevent children becoming homeless, including where there is the risk of someone becoming homeless, intentionally homeless or rough sleeping. We will consider reporting concerns about the risk of homelessness and engage with other agencies to support relevant families.

One to one situations

Staff working in one to one situations with pupils in the school, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly.

Arranging to meet with pupils from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

Where staff are expected to work one to one with a pupil on a virtual platform, clear expectations should be set out for all of those involved that are reflective of the settings safeguarding policies and procedures.

Staff Should:

- work one to one with a child only when absolutely necessary (both in person or online) and with the knowledge and consent of senior leaders and parents/carers
- be aware of relevant risk assessments, policies and procedures, including child protection, acceptable use policy and behaviour management.
- ensure that wherever possible there is visual access and/or an open door in one to one situations
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved
- ensure prior to any online learning, there are clear expectations of behaviour and conduct of all parties that have been agreed in advance.

Home visits

All work with pupils and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits; e.g., to undertake a welfare visit during school closures.

It is essential that appropriate policies and related risk assessments are in place to safeguard both staff and pupils, who can be more vulnerable in these situations.

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household.

Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances.

Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken.

In the unlikely event that little or no information is available, visits should not be made

Staff should:

- agree the purpose for any home visit with their line manager
- have a clear understanding of the actions that should be taken if it is believed that a child or parent is at immediate risk of harm, including when to contact emergency services and / or partner agencies
- adhere to agreed risk assessments
- avoid unannounced visits wherever possible
- ensure there is visual access and/or an open door in one to one situations
- never enter a home without the parent or carer's consent or when the parent is absent, except in an emergency
- always make detailed records including times of arrival and departure
- ensure any behaviour or situation which gives rise to concern is discussed with their manager
- ensure that children are seen in open and observable spaces; for example, living rooms.
- Comply with data protection regulations in relation to any personal information carried or notes made about the child and/or family
- ensure that policies reflect any procedures or guidance issued by the MAP in relation to undertaking home visits
- ensure that all visits are justified and recorded
- ensure that they understand the purpose and limitations of welfare visits

Transporting pupils

In certain situations, staff or volunteers may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.

This means that staff should:

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise ▪ take into account any specific or additional needs of the pupil
- have an appropriate licence/permit for the vehicle See also https://www.gov.uk/government/publications/health-and-safety-advice-for-schools
- Consideration must be given to the potential distraction of the driver and the supervision of the passengers.

- A judgement should be made about the likely behaviour and individual needs of the child/ren. If any of them may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted or compromised
- Staff should not offer lifts to pupils unless the need for this has been agreed by a manager.
- A designated member of staff should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise.
- Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.
- It is a legal requirement that all passengers wear seatbelts, and the driver should ensure that they do so.
- They should also be aware of and adhere to current legislation regarding the use of car seats / booster seats for younger children.
- Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements.
- They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.
- Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk.
- In these circumstances the matter should be recorded and reported to both their manager and the child's parent(s).
- The school's health and safety policy and/or educational visits policy should set out the arrangements under which staff may use private vehicles to transport pupils

Restrictive Physical Intervention

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

Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques.

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

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

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

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

The school has a Touch & Physical Intervention Policy.

Support for Families

Our SEMH lead is experienced in working with our families to promote engagement and support for children's learning.
We run regular coffee mornings offering a support network with staff and regular involvement from Barnardo's.
Our school tries to be as accessible as possible for families. We would urge, in the first instance, to approach the class teacher with any concerns. Phase leaders are also available to offer support for parents.

The Headteacher and Heads of sites are also available for appointments through the office or are happy to follow up any concerns through telephone calls.

Collection of Children

Our school operates a policy for the safe collection of children from school. We will not allow children to leave the premises with an adult we do not know. If a parent wishes for their child to be collected by a family member or friend we ask that they inform the school office or class teacher at the earliest opportunity. Parents should also ensure that if possible their child knows who will be collecting them. Children in the Foundation Stage and Key Stage 1 should be collected by a responsible adult. We strongly advise that older siblings under the age of 18 should not be sent to collect younger children. Parents are responsible for the safety of their children once they have left the school premises. Children in keystage 2 years 5 and 6 may walk home independently however the school needs to be informed in writing of this arrangement by parents.

Health (including Mental Health)

Any child with a significant health condition requiring regular medication or treatment will require a **personal health care plan** which will be completed with the parent and school nurse. It is vital that parents inform us if their child has a health condition of this nature to enable us to ensure that their child's health needs are managed appropriately whilst they are at school. Information from this plan will be shared with key staff members to ensure that they are alert to the child's individual needs.

Current research suggests that one in ten children aged between 5 and 16 years has a mental health problem, and many continue to have mental health problems into adulthood.

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following the school's child protection policy and speaking to the DSL or deputy

Early interventions, particularly with vulnerable children and young people, can improve lifetime health and wellbeing and prevent mental illness.

South Camberley Primary and Nursery School recognises that all children need the foundation of positive mental health to benefit fully from all of the opportunities available to them and that Schools have an important role to play in supporting the mental health and wellbeing of their pupils

Mental Health is how we feel, how we think and how we behave. Mental Health Promotion for children and young people is everybody's business. It is about:

- Being able to form and maintain relationships with others
- Being adaptable to change and other people's expectations
- Being able to have fun
- Being open to learning
- Being able to develop a sense of right and wrong
- Being able to develop the resilience to manage ordinary setbacks

At South Camberley Primary and Nursery School we promote a mentally healthy environment where parents and carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their role in working in partnership with the school
- Opinions are sought and valued and responded to.

Our school provides opportunities which promote positive mental health through:

- Regular Learning for Life lessons
- The use of values education and restorative justice linked with our behavior policy
- Differentiated learning activities
- Challenging stereotypes

- Targeted additional intervention
- Team building
- Rewards and celebrations
- Close links with outside agencies such as CAMHS, Children's Services and School Health
- Referrals to child counselling services through Surrey Family Mediation Service
- A broad and balanced curriculum
- Home/School links

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

Governing boards should ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems

Whistle-blowing

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

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

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

Whistle-blowing regarding the Headteacher should be made to the Chair of the Local Advisory Comittee, whose contact details are readily available to staff.

Checking the identity and suitability of visitors

All visitors to the school are required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the school, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
Visitors are expected to sign into the school's Inventry system and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times unless DBS checked. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Links with other school policies:

- *Behaviour*
- *Anti-bullying*
- *Staff handbook*
- *Staff Behaviour (Code of Conduct)*
- *SEND*
- *Whistleblowing*
- *Health, Safety & Welfare*
- *Allegations of abuse against staff*
- *Complaints*
- *Attendance*
- *Curriculum*
- *Learning for Life*
- *Teaching and Learning*
- *Supporting Pupils with Medical Needs, including Administration of Medicines*
- *Drug Education*
- *Relationships and Sex Education*
- *Touch and Physical intervention*
- *Online Safety, including staff use of mobile phones*
- *Social Media*
- *Risk Assessment*

- *Recruitment and Selection*
- *Intimate Care*
- *Preventing Radicalisation and Extremism*
- *Data Protection*
- *ICT & Computing Acceptable Use Agreement*
- *Child on Child Abuse*
- *Wellbeing & Positive Mental Health*
- *Looked After Children*
- *Equality, Diversity & Inclusion*
- *Safer Recruitment and Selection Policy*

Support from the Police

Police Community Support Officer, Amber Degabriele (PC 17553)
(email:amber.degabriele@surrey.pnn.police.uk)

101 for reporting an incident

999 for gain emergency support

Further advice on safeguarding and child protection is available from:

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

Surrey County Council Policy Guidance for Safeguarding Children Missing Education May 2017 (Revised November 2017)
https://www.surreycc.gov.uk/__data/assets/pdf_file/0005/109589/Final-CME-Policy-2017-ver-2-updated-nov17.pdf

Contextual Safeguarding Network https://www.contextualsafeguarding.org.uk/

UK Councils support sites
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Statutory Guidance to Relationships, education and sex education (RSE) and health education (2021) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

OFSTED publication on safeguarding during inspections
https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills

UK Council for Internet safety (UKCIS) guidance:
https://www.gov.uk/government/publications/education-for-a-connected-world

LADO Service Contact and Pathway 03/02/2022
https://www.surreyscp.org.uk/wp-content/uploads/2022/02/LADO-SERVICE-CONTACT-PATHWAY_.pdf

SEND
The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk).

Additional advice and support

Additional advice and support on various aspects of safeguarding and child protection is set out in Annex B of Keeping Children Safe in Education 2023, with links to specific advice and support available on pages 156 to 163.

https://www.keepingchildrensafeineducation.co.uk/annex_b.html

Further advice on safeguarding and child protection is available from:

Surrey County Council Education Safeguarding Team

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

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

CEOP Thinkuknow: https://www.thinkuknow.co.uk/

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

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

Safer Internet Centre http://www.saferinternet.org.uk/

Contextual Safeguarding Network https://www.contextualsafeguarding.org.uk/

Staff Safeguarding Training

We have a designated senior member of staff, our Designated Safeguarding Leads have undertaken the Two Day Child Protection Foundation Training delivered through the SSCB and who undertake other regular training, at appropriate intervals and when required (at least annually) to keep up with any relevant safeguarding and child protection developments.
All members of staff are provided with child protection awareness at induction, including in their arrival pack, the school safeguarding statement "Safeguarding Children at South Camberley Primary and Nursery School" so that they know who to discuss a concern with. They also undertake regular safeguarding training "Working together to Safeguard children and young people" lead by the DSL every 2 years.
On induction new staff are provided with the following documentation and policies:

- The child protection and safeguarding policy
- Keeping Children Safe in Education 2023

We recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for staff to feed in and shape safeguarding policy.

We complete staff safeguarding training in line with the Keeping Children Safe- a recommended guide to developing a safeguarding training pathway for school staff.

Specific safeguarding training issues

Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website.

Guidance on the specific safeguarding issues listed below is delivered by the Designated Safeguarding Lead (DSL) to all teaching staff. The list is on a rolling basis and guidance is delivered on each subject every two years during a staff meeting session:

Autumn 2023	• Radicalisation, PREVENT (and Channel E-Learning module) • Children and the court system, when children are appearing as witnesses; • Children with family members in prison
Spring 2024	• General (LGFL) KCSIE Quiz A • Child sexual exploitation (CSE) • Online Safeguarding Quiz (LGFL) KCSIE • Sharing of Nudes and Semi Nudes
Summer 2024	• Child on child (LGFL) KCSIE Quiz • Mental Health • Types of indicators of harm (LGFL) KCSIE Quiz • Drugs and alcohol and the impact of parental substance abuse ` • Homelessness
Autumn 2024	• Criminal Exploitation of children (County Lines); • Peer abuse and harmful sexual abuse (Sexual Violence and Sexual Harassment between children including the school's

	approach to managing incidents of sexual violence and sexual harassment.
Spring 2025	• Domestic abuse • Honour-based violence • Forced marriage • Modern day slavery • Trafficking
Summer 2025	• Female genital mutilation (FGM)/ Breast ironing • Fabricated or induced illness

Additional staff meetings are held to update staff awareness on the following subjects on an ongoing basis.

- Attendance- PMOOE- including the dangers of children going missing from school, home or care and truanting.
- Anti Bullying including cyberbullying.
- All staff attend annual Online safety training.

Appendix 1

Safeguarding Children and Young People Safe Working Practice Code of Conduct

South Camberley Primary and Nursery School is committed to safeguarding and promoting the well-being of children and young people and expects all staff and volunteers to share this commitment. It is everyone's responsibility to ensure that pupils are cared for appropriately and safeguarded from any harm; and to carry out their duty of care and take all reasonable steps to promote and ensure the health, safety and well-being of all members of the school community.

This agreement is developed in accordance with the guidance within the following:

- Working Together to Safeguard Children 2018
- Keeping children Safe in Education 2022
- Childcare (disqualification) regulations 2018
- Prevent Strategy 2015

The staff code of conduct outlined below gives clarity to measures needed to ensure that all employees and pupils can work within and enjoy being part of a safe and caring environment.

It is acknowledged that the vast majority of employees behave appropriately whilst working with our pupils. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the Headteacher and governing body.

Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

You should always:

- *Be familiar with and adhere to all school policies, many of which are specifically written with safeguarding in mind. For example: Child Protection & Safeguarding, Staff Behaviour/ (Code of Conduct), Allegations of Abuse Against Staff, Touch & Physical Intervention, Behaviour, & Anti-Bullying, Social Media, Complaints Policy, Whistleblowing, Relationships and Sex Education, Online Safety, Intimate Care, Supporting Children with Medical Needs, Computer & ICT Acceptable Use. Child on Child Abuse, Preventing Radicalisation & Extremism and Health and Safety, etc.*
- *Be familiar with and adhere to any relevant school risk assessments, risk management strategies and related temporary procedural changes that might be put in place from time to time.*
- *Behave in a mature, respectful, safe, fair, considered and professional manner at all times.*
- *Provide a good example and "positive role model" to the pupils*
- *Observe other people's right to confidentiality (unless you need to report something to the Head Teacher or DSL e.g. child protection concern).*
- *Treat all children equally; never confer favour on a particular child, or build "special relationships" with individual children, except where one to one working is part of a plan agreed with the Head Teacher or class teacher.*
- *Act and be seen to act, in the pupil's best interests.*
- *Ensure that whenever possible there is visual access and/or an open door in one to one situations with pupils.*

Report to a DSL

- *Any situation where a pupil becomes distressed, anxious or angry.*
- *Any concern about a child.*

Report to the Headteacher

- *Any behaviours of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures.*
- *Any allegations against staff, supply staff or volunteers.*

Report to the Head teacher or member of the Senior Leadership team.

- *Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.*
- *Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.*

You should never:

- *Behave in a manner that could lead a reasonable person to question your conduct, motivation, intentions or suitability to care for other people's children.*
- *Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.*
- *Personally discriminate either favourably or unfavourably towards any child.*
- *Make arrangements to contact, communicate or meet children outside of work.*
- *Develop "personal" relationships with children.*
- *Push, hit, kick, punch, slap, throw missiles at, or smack, a child or threaten to do so.*
- *Make inappropriate remarks or jokes of a personal; sexual, racial, discriminatory, intimidating, threatening or otherwise offensive nature.*
- *Intentionally embarrass, humiliate or undermine children, for example, by using sarcasm or humour in an inappropriate way.*
- *Give or receive (other than "token") gifts unless arranged through the Headteacher.*
- *Allow, encourage or condone children to act in an illegal, improper or unsafe manner.*
- *Behave in an illegal or unsafe manner.*
- *Undertake any work with children when you are not fit and in a proper physical or emotional state to do so.*
- *Accept current or ex-pupils as 'friends' on social media sites such as Facebook. This is to prevent any possible misinterpretation (EEEA Staff Behaviour (code of conduct) policy).*
- *Use social media to discuss confidential information or to discuss specific children or the school (EEEA Staff Behaviour (code of conduct) policy).*
- *Put photographs relating to school, including social functions, on social media sites and no comments relating to any aspect of school should be made, discussed or "liked". (Online Safety Policy)*
- *Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use school provided equipment for this purpose (Online Safety Policy)*
- *Mobile phones should NOT be used in areas in school where children are present.*
- *Engage in an online meeting with any pupil unless this has been agreed in advance with the Headteacher or member of the Senior Leadership Team.*
- *Record any online meeting with a pupil unless this has been agreed in advance with the Headteacher or member of the Senior Leadership Team.*

I _____ have read the above and agree to abide by the Safer Working Practice Code of Conduct. ***I agree to the school carrying out a DBS check if they choose to.***

Signed …….

The Headteacher and the Local Advisory Committee of South Camberley Primary and Nursery School thank you for your support of the arrangements made for the safety and care of young people and adults in our school community.

Headteacher …….

Appendix 2

Child Protection File Transfer Form

In line with Keeping Children Safe in Education 2022 where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained. Following this all records related to the child named below will be destroyed confidentially, in line with data protection requirements. Files will be transferred within 5 days of a child starting their new school.

Acknowledgement of Child Protection Files Transfer

Name of Child: …….

Name of new DSL: …….

School: ……..

Signature: ……

Date: ……..

Appendix 3 – National Prevent Referral Form

Prevent Referral form

REFERRAL PROCESS
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. Once you have completed this form, please email it to: **preventreferrals@surrey.pnn.police.uk** If you have any questions whilst filling in the form, please call: **07795 043842 or 01865 555618**

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	**In as much detail as possible, please describe the specific concern(s) relevant to Prevent.**
Please Describe	

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	**Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?**
Please Describe	

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	**Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..**
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email address:	Referrers Email Address

PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU

Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.

If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.

Appendix 4

South Camberley Primary and Nursery School

Visiting Speakers Agreement

At South Camberley Primary and Nursery School we understand the importance of visitors and external agencies to enrich the experiences of our students.

In order to safeguard our children we expect all visiting speakers to read and adhere to the statements below.

- Any messages communicated to students support fundamental British Values and our school values.
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of student
- Visitors will also be accompanied by a member of staff at all times.

Appendix 5

Who to contact if you are concerned that a child or young person is at risk of harm

Police: in an emergency – 999

Surrey Children's Single Point of Access (C-SPA): Consultation Line – 0300 470 9100. (advice only). Operated from 9am to 5pm

Out of hours phone: 01483 517898

NW C-SPA direct number:- 0300 123 1630

Email for concerns for a child or young person: SSCPa@surreycc.gov.uk

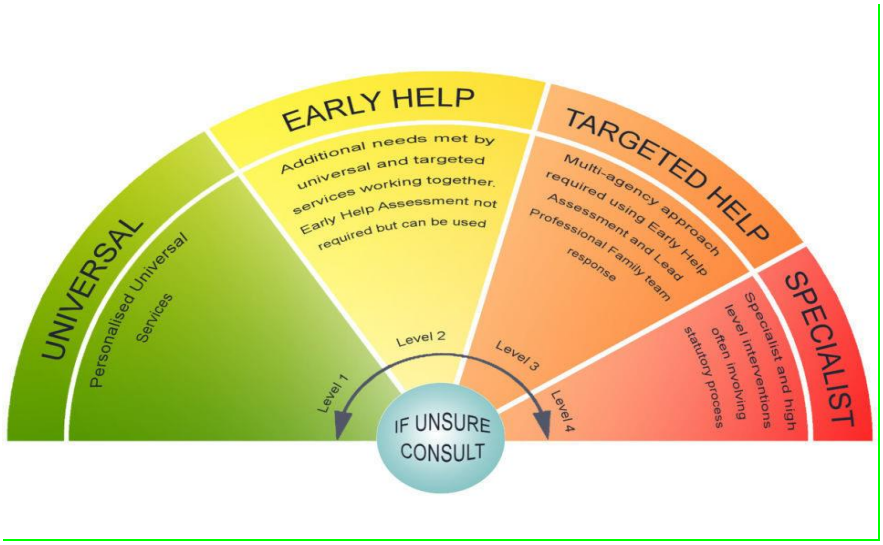
Email for concerns for an adult: ascmash@surreycc.gov.uk

Local Authority Designated Officer (LADO): 0300 123 1650 (option 3) or LADO@surreycc.gov.uk

Monday to Friday from 9am to 5pm

The Consultation Line may advise a referral via a 'Request for Support Form'. This form covers requesting support at levels 2, 3 and 4 of the Surrey Levels of Need. Here is the level of needs windscreen.

For further information please visit: https://www.surreyscb.org.uk/2019/04/02/surrey-effective-family-resilience-in-surrey-including-levels-need/



Operation Encompass is continuing. They want us to share information of disclosures with the police (going through the P-SPA or the C-SPA)

P-SPA is the Police Single Point of Access that we can contact to pass on information of a disclosure following a recent Operation Encompass notification or to share relevant information following an Operation Encompass notification that has not been shared with C-SPA or the police previously.

Tel: 01483 636451 or surreypoliceopencompass@surrey.pnn.police.uk

EHCP Support

L-SPA Helpline: 0300 200 1015 (currently 9am – 5pm Monday to Friday)

Single Point of Access for SEND Development Learners – for those with existing of pending EHCPs