

# Moor House School & College

## Child Protection and Safeguarding Policy and Procedures October 2018



<b>This policy was agreed by governors on:</b>	October 2018
<b>Who needs to read this:</b>	All staff, Governors ,Parents and regular visitors to MH
<b>Review cycle:</b>	Annually
<b>Next review date:</b>	October 2019
<b>Current status:</b>	Draft / Being Reviewed / Sent to ECM / Approved by ECM / Sent to FGB/ <b>Approved by FGB</b>
<b>The person responsible for this policy is:</b>	The Principal
<b>The committee responsible for this policy is:</b>	Every Child Matters Committee

### **Safeguarding Statement**

"It could happen here"

Moor House School & College recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and young people. We make every effort to provide an environment where children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, feeling they will be effectively listened to.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children and young people safe and secure in our school and college. The policy also informs parents and carers how we will safeguard their children whilst they are in our care. Our requirements of staff volunteers and governors are summarised below:

All staff are expected to conform to the roles and responsibilities as set out in pages 11-15, attend all compulsory training, be familiar with the policy and the safeguarding procedures set out in pages 16 - 20 and sign the undertaking in Appendix 3 to this document.

Volunteers and Regular Visitors are expected to support the Safeguarding Policy and Child Protection as outlined in this document as specifically set out and sign the undertaking in Appendix 3.

Governors are expected to conform to the roles and responsibilities as set out on pages 11-15 attend all compulsory training, be familiar with the policy and the safeguarding procedures set out in pages 16-20 and sign the undertaking in Appendix 3 to this document

**CONTENTS PAGE NUMBERS THOUGHOUT DOCUMENT WILL BE AMENDED ONCE ALL CHANGES MADE**

<b>Content</b>	<b>Page</b>	<b>Content</b>	<b>Page</b>
Safeguarding Statement & Key personnel	<b>1</b>	Harmful Sexual Behaviour	<b>33</b>
Terminology	<b>4</b>	Brook Traffic Light Tool	<b>34</b>
Introduction & Guidance Documents	<b>5</b>	Anti-Bullying & Cyber Bullying	<b>37</b>
Policy Principles & Values	<b>6</b>	Online Safety	<b>37</b>
Policy Aims	<b>6</b>	Racist Incidents	<b>37</b>
Supporting Children	<b>7</b>	Radicalisation and Extremism	<b>37</b>
Prevention/Protection	<b>7</b>	Domestic Abuse	<b>40</b>
Safe School, Safe Staff	<b>8</b>	Child Exploitation	<b>40</b>
Roles and Responsibilities- All staff	<b>9</b>	Youth Produced Sexual Imagery (Sexting)	<b>42</b>
Roles and Responsibilities – Headteacher	<b>10</b>	Female Genital Mutilation (FGM)	<b>43</b>
Roles and Responsibilities- DSL & Deputy DSLs	<b>12</b>	Forced Marriage	<b>44</b>
Roles and Responsibilities – Governing Body	<b>15</b>	Honour based Violence	<b>44</b>
Confidentiality & Sharing Information	<b>16</b>	One Chance Rule	<b>44</b>
Child Protection Procedures	<b>16</b>	Private Fostering Arrangements	<b>45</b>
Child Protection Procedures Flowchart	<b>19</b>	Children Looked After	<b>45</b>
Dealing with Disclosure	<b>20</b>	Children Missing Education (CME)	<b>46</b>
Allegations Against Adults Working with Children	<b>22</b>	Students Missing Out on Education (SMOOE)	<b>47</b>
What is Child Abuse	<b>22</b>	Attendance and Behaviour	<b>47</b>
Indicators of Abuse - Neglect	<b>24</b>	Restrictive Physical Intervention	<b>48</b>
Indicators of Abuse – Emotional Abuse	<b>26</b>	Whistle-blowing	<b>51</b>
Indicators of Abuse – Physical Abuse	<b>27</b>	Linked Policies	<b>49</b>
Indicators of Abuse – Sexual Abuse	<b>28</b>	Additional Resources	<b>49</b>
Sexual Violence & Sexual Harassment between children in school – Peer on Peer Abuse	<b>29</b>	Appendices 1. Safeguarding Statement 2.Expression of Concern Form 3. Safer Working Practice Agreement	<b>51</b>

## Key Personnel

**The Designated Safeguarding Lead (DSL) is:** Helen Middleton

Contact details: email: [middletonh@moorhouseschool.co.uk](mailto:middletonh@moorhouseschool.co.uk)

Telephone: 01883 712271

**The deputy DSL(s) are:**

1. Sue Gray

Contact details: email: [bradys@moorhouseschool.co.uk](mailto:bradys@moorhouseschool.co.uk)

Telephone: 01883 712271

2. Madeleine Van Niekerk

Contact details: email: [Van-Niekerkm@moorhouseschool.co.uk](mailto:Van-Niekerkm@moorhouseschool.co.uk)

Telephone: 01883 712271

3. Danny Carroll

Contact details: email: [carrolld@moorhouseschool.co.uk](mailto:carrolld@moorhouseschool.co.uk)

Telephone: 01883 712271

4. Stephanie Williams

Contact details: email: [williamss@moorhouseschool.co.uk](mailto:williamss@moorhouseschool.co.uk)

Telephone: 01883 712271

5. Susie Simpson

Contact details: email: [simpsons@moorhouseschool.co.uk](mailto:simpsons@moorhouseschool.co.uk)

Telephone: 01883 712271

6. Jonathan Mansell

Contact details: email: [mansellj@moorhouseschool.co.uk](mailto:mansellj@moorhouseschool.co.uk)

Telephone: 01883 712271

**The nominated child protection governors are:** Veronica Connery & Stuart Dennison

**The Headteacher is:** Helen Middleton

Contact details: email: [middletonh@moorhouseschool.co.uk](mailto:middletonh@moorhouseschool.co.uk)

Telephone: 01883 712271

**The Chair of Governors is:** David Taylor

## **Terminology**

**Safeguarding** and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- 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 provision of 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 and college, full or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child:** includes everyone under the age of 18. On the whole this will apply to students of our school; however the policy will extend to visiting children and students from other establishments.

**Young person:** refers to students over the age of 18

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

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

**MASH** refers to the Surrey Multi Agency Safeguarding Hub.

## **Introduction**

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2018. 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' 2018 (KCSIE), and Surrey Safeguarding Children Board (SSCB) Procedures.

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

This policy applies to all members of staff and governors in the school.

## **Guidance and documents referred to in this policy**

- [Surrey Safeguarding Children Board protocols, guidance and procedures](#)
- [Working Together to Safeguard Children \(2018\)](#)
- [Keeping Children Safe in Education 2018 \(KCSIE\)](#)
- [Disqualification under the Childcare Act 2006 \(2015\)](#)
- [FGM Act 2003 Mandatory Reporting Guidance 2016](#)
- ['What to do if you are worried a child is being abused' 2015](#)
- [Teachers' Standards 2011](#)
- [Information Sharing Advice for Practitioners' guidance 2015](#)
- [SCC Policy Guidance for Safeguarding Children Missing Education 2017](#)
- [SCC Touch and the use of restrictive physical intervention when working with children and young people 2017](#)

## **Policy Principles & Values**

The welfare of the child is paramount.

Maintain an attitude of “It could happen here”.

Children have a right to feel safe and secure, they cannot learn effectively unless they do so.

All children have a right to be protected from harm and abuse.

All staff members 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.

We acknowledge that working in partnership with relevant government 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.

## **Policy Aims**

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

To raise the awareness of all staff, regular visitors and Governors of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.

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

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 relevant 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 (according to KCSIE guidance), and a single central record is kept for audit.

We comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in February 2015.

## **Supporting Children**

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

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

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

Our school will support all children and young people.

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

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

We will ensure children and young people are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.

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 and vulnerable young people.

We will notify Social Care immediately if there is a significant concern.

We will provide continuing support to a child or young person 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 and within statutory timescales.

## **Prevention / Protection**

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

The school and college will:

- establish and maintain an ethos where children and young people feel safe and secure, are encouraged to talk and are always listened to;

- include regular consultation with children and young people 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 and young people know there is and can access an adult in the school whom they can approach if they are worried or in difficulty;
- include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. (In particular this will include anti-bullying work, online-safety, accessing emergency services, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel); and
- ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### **Safe School and College, 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 disqualification by association regulations;
- 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 Part 1 and Annex A](#);
- all staff receive safeguarding and child protection training at induction in line with advice from [Surrey Safeguarding Children Board](#) 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;
- all members of staff are trained in and receive regular updates in online safety and reporting concerns;
- all staff and governors have regular child protection awareness training, updated by the DSL or one of the DDSLs as appropriate, to maintain their understanding of the signs and indicators of abuse;
- the Child Protection and Safeguarding Policy and Procedures 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 and Safeguarding Policy and Procedures and reference to it in the Staff A-Z;



- 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 and Safeguarding 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 Part 1 and Annex A of Keeping Children Safe in Education 2018 and will sign to say they have read and understood it. This applies to the Governing Body in relation to Part 2 of the same guidance.

## **Roles and Responsibilities**

### **All School Staff:**

- all staff have a key role to play in identifying concerns early and in providing help for children and young people. To achieve this they will;
- provide a safe environment in which children and young people can learn.
- establish and maintain an environment where children and young people feel secure, are encouraged to talk and are listened to;
- ensure children and young people know that there are adults in the school and college who they can approach if they are worried or have concerns;
- plan opportunities within the curriculum for children and young people to develop the skills they need to assess and manage risk appropriately and keep themselves safe;
- attend training in order to be aware of and alert to the signs of abuse;
- maintain an attitude of "it could happen here" with regards to safeguarding;
- know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015);
- record their concerns if they are worried that a child is being abused and report these to the DSL or Deputy DSL immediately that day;

- be prepared to refer directly to the MASH, 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 (page 22) if the disclosure is an allegation against a member of staff;
- follow the procedures set out by the Surrey Safeguarding Children's Board and take account of guidance issued by the Department for Education;
- provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan;
- treat information with confidentiality but never promising to "keep a secret";
- notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence;
- have an understanding of Early Help, and be prepared to identify and support children who may benefit from early help;
- identify children or young people who may benefit from Early Help, liaising with the DSL/ DDSL in the first instance. (Options may include managing support for the child or young person internally via the school or college's pastoral support process or an Early Help assessment). In some circumstances it may be appropriate for a member of school / college staff to act as the Lead Professional in Early Help cases;
- liaise with other agencies that support students and provide Early Help;
- know who the DSL and Deputy DSLs are and know how to contact them;
- have an awareness of the role of the DSL, the school's Child Protection and Safeguarding Policy, Behaviour Policies and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education;
- be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties;
- assist the Governing Body and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance;

### **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;
- 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 and young people;
- opportunities for a co-ordinated offer of Early Help when additional needs of children or young people 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 and young person -centred systems and processes are in place for children and young people to express their views and give feedback;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Surrey Safeguarding Children Board (SSCB) 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:**

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

- hold the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated;
- have an “it could happen here” approach to safeguarding;
- liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children;
- manage and submit a referral for a child if there are concerns about suspected harm or abuse, to the Surrey Multi-Agency Safeguarding Hub (MASH), and act as a point of contact and support for school staff. Referrals must be made safely and securely by email to [csmash@surreycc.gcsx.gov.uk](mailto:csmash@surreycc.gcsx.gov.uk) (secure e-mail) using the Multi Agency Referral Form (MARF) urgent referrals must be made by telephone 0300 470 9100 (out of hours 01483 517898). At Moor House, this may also be done by Deputy DSLs;
- refer cases to the Channel programme where there is a radicalisation concern via the MASH and act as a point of contact and support for staff to discuss concerns. At Moor House, this may also be done by Deputy DSLs;
- refer cases where a crime may have been committed to the Police as required. At Moor House, this may also be done by Deputy DSLs;
- liaise with the “case manager” and Local Authority “Designated Officer” for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required;
- follow DfE and KCSIE guidance ‘Peer on Peer Abuse’ when a concern is raised that there is an allegation of a pupil abusing another pupil within the school or college (see pages 29-36).
- 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 young people 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 must 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 SSCB procedures and understands 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;
- 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 and young people from radicalisation;
- liaise with school and college staff (especially pastoral support, curriculum or therapy leads and school health colleagues) on matters of safety and safeguarding and consult the SSCB Levels of Need document to inform decision making and liaison with relevant agencies;
- be alert to the specific needs of children in need, those with SEND and young carers;
- understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require;
- keep detailed, accurate records (either written or using appropriate secure online software), that include 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;
- ensure that an indication of the existence of the additional child protection file is marked on the student school file record;
- ensure that when a student transfers school, their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received;
- ensure that where a student transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition consideration must 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 time that the new school acknowledges receipt of the original file. The copy should then be securely destroyed;
- ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to

ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting;

- report to the Headteacher any significant issues for example, use of the [SSCB multi-agency escalation procedures](#), enquiries under section 47 of the Children Act 1989 and police investigations;
- ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation;
- ensure that all staff sign to say they have read, understood and agree to work within the Moor House Child Protection and Safeguarding Policy, Staff Code of Conduct and Keeping Children Safe in Education (KCSIE) 2018 Part 1 and annex A and ensure that the policies are used effectively;
- organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
- ensure that in collaboration with the school leadership and governors, the Child Protection and Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly;
- ensure that the Child Protection and Safeguarding 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;
- contribute to and provide, with the Headteacher and Chair of Governors, the “Audit of Statutory Duties and Associated Responsibilities” ;
- 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;
- meet all other responsibilities as set out for DSLs and in Keeping Children Safe in Education 2018;

### **The Deputy Designated Safeguarding Lead(s):**

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

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

- provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated;
- in the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children and young people. In the event of the long-term absence of the DSL the deputy will assume all of the functions above;

**All members of The Governing Body understand and fulfil their responsibilities to ensure that:**

- the school and college has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Code of Conduct, Behaviour Policies for School & College and a response to children who go missing from education. Ensure policies are consistent with Surrey Safeguarding Children's Board (SSCB) and statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is available on the school website;
- the school and college operate a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training;
- at least one member of the governing body 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 (2018) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance;
- all staff including temporary staff and volunteers are provided with the school's child protection policy and staff Code of Conduct;
- the school has procedures for dealing with allegations of abuse against staff (including 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 been, had they not resigned;
- the nominated governors for safeguarding are identified;
- a member of the senior leadership team has been appointed by the Governing Body 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;
- on appointment, the DSL and deputy(s) undertake interagency training (SSCB Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years;

- children and young people are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationship and sex education (RSE);
- the school will comply with DfE and Surrey County Council [Children Missing Education](#) requirements;
- That the school and college will comply with regular data returns requested by the Local Authority, regarding all students, of statutory school age, attending alternative provision and/or on a reduced or modified timetable
- appropriate online filtering and monitoring systems are in place;
- enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors;
- any weaknesses in Safeguarding are remedied as soon as possible.

### **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](#).

Information will be shared with staff within the school and college who ‘need to know’.

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 General Data Protection Regulations is not a barrier to sharing information where a failure to do so would place a child at risk of harm. Child protection concerns will be shared with agencies who have a statutory duty for child protection.

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 must be 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 DSL/ DDSLs 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 or young person 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 or young person 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 or young person. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

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

Dates and times of their observations  
Dates and times of any discussions in which they were involved.  
Any injuries  
Explanations given by the child / adult  
Rationale for decision making and action taken  
Any actual words or phrases used by the child

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

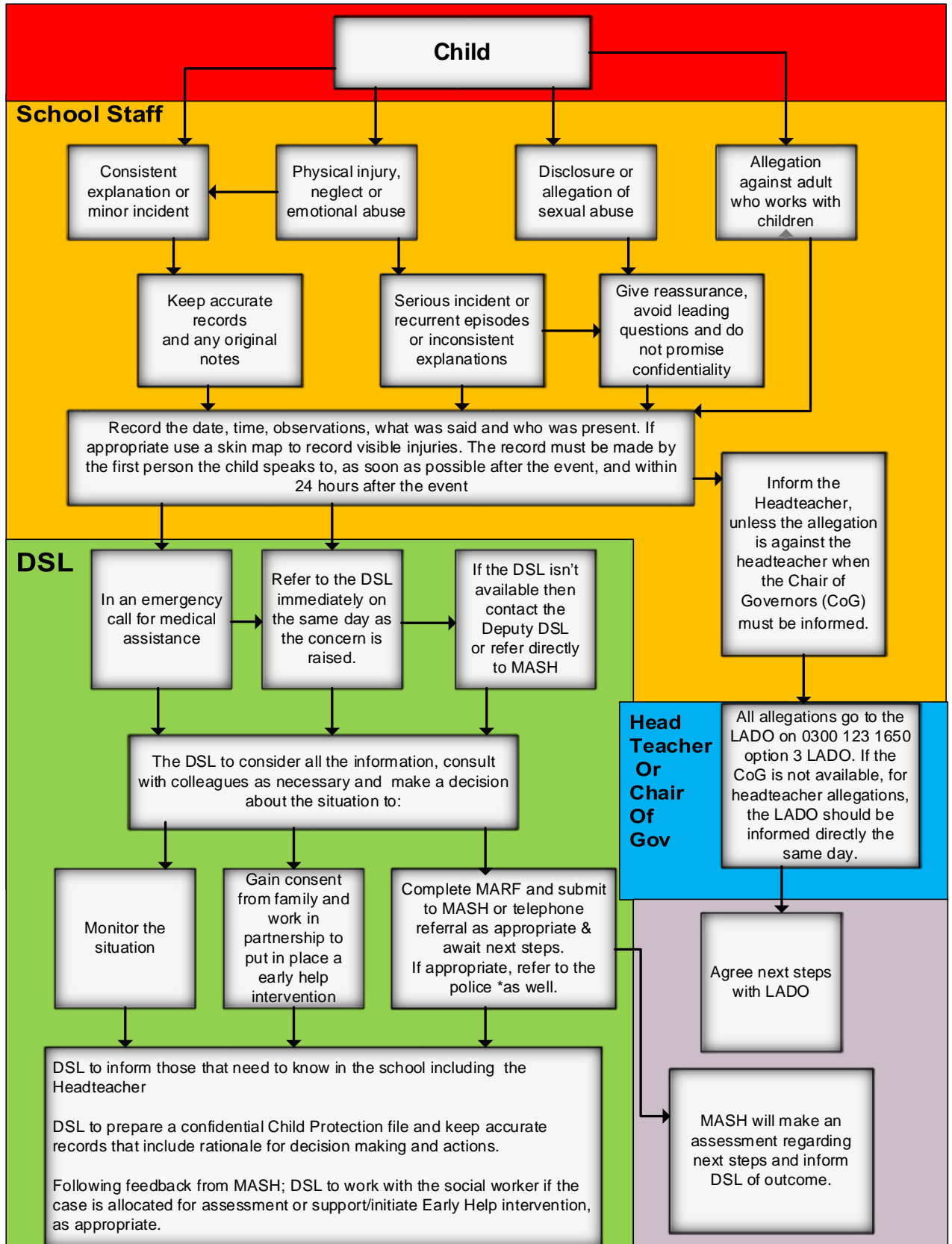
**Following a report of concerns the DSL or DDSL must:**

1. [Using the SSCB 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 MASH and the police if it is appropriate.
2. Normally the school should try to discuss any concerns about a child or young person's welfare with the family and where possible seek their agreement before making a referral to the MASH. However, this should only be done when it will not place the child or young person at increased risk or could impact on a police investigation. The child's views should also be taken into account.

If there are grounds to suspect a child or young person is suffering, or is likely to suffer, significant harm or abuse the DSL/ DDSL must contact the MASH. By sending a [Multi-Agency Referral Form \(MARF\)](#) by email to: [csmash@surreycc.gcsx.gov.uk](mailto:csmash@surreycc.gcsx.gov.uk) (secure e-mail) or contact the MASH on 0300 470 9100, (out of hours 01483 517898). 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 MASH of the occurrence and what action has been taken.

3. If the DSL/ DDSL feels unsure about whether a referral is necessary they can phone the MASH to discuss concerns.
4. If there is not a risk of significant harm, the DSL/ DDSL will either actively monitor the situation or consider the Early Help.
5. Where there are doubts or reservations about involving the child's family, the DSL/ DDSL should clarify with the MASH or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
6. When a student 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 MASH. The DSL/ DDSL should seek advice about what action the MASH will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
7. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for any member of staff working directly with children to report directly to the police. 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*

**\* for teacher read any member of staff working directly with children**

## **Dealing with disclosures**

### **All staff**

A member of staff who is approached by a child or young person 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 young person or other children or young people safe. The degree of confidentiality should always be governed by the need to protect the child or young person.

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

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

### **Guiding principles, the seven R's**

#### **Receive**

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

#### **Reassure**

- Reassure the student, 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 student 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 / young person's) in any later prosecution in court
- Do not ask the child or young person why something has happened
- Do not criticize the alleged perpetrator; the student may care about him/her, and reconciliation may be possible
- Do not ask the student 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 student that it will be a senior member of staff

## **Report**

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

## **Record**

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

## **Remember**

- Support the child or young person: 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 / DDSL what has happened following a report being made. If they do not receive this information they should seek it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Headteacher or Safeguarding Governor of the school and/or may contact the MASH.

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.

## **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 or volunteer 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;*
- *possibly committed a criminal offence against or related to a child; or*
- *behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children*

In dealing with allegations or concerns against an adult, staff must:

- report any concerns about the conduct of any member of staff or volunteer to the Principal or in her absence the Head of Care immediately.
- if an allegation is made against the Principal, the concerns need to be raised with the Chair of Governors as soon as possible. This can be done through the Bursar & Business Manager. If the Chair of Governors is not available, then the LADO must be contacted directly.

There may be situations when the Principal or Chair of Governors 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 Principal or in her absence the Head of Care or Chair of Governors they will contact the LADO on 0300123 1650 option 3 *LADO*

Email: [LADO@surreycc.gov.uk](mailto: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' (2018) and the SSCB procedures.

### **What is child abuse?**

The following definitions are taken from *Working 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 violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the [Surrey Safeguarding Children's Board 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Children may be abused by an adult or adults, or another child or children. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

### **Physical abuse**

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

### **Emotional abuse**

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

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

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

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

### **Sexual abuse**

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. It 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 SSCB Neglect Strategy](#) and the [Neglect Risk Assessment Tool](#) is available to provide a more detailed information regarding neglect.

## **Indicators of abuse**

### **Neglect**

The nature of neglect

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

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

Neglect can include parents or carers failing to:

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

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

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



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

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

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

### **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 must be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The [Neglect Risk Assessment Tool](#) provides staff with a resource to identify and act on concerns regarding neglect.

#### Physical indicators of neglect

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

#### Behavioural indicators of neglect

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

## **Emotional abuse**

The nature of emotional abuse

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

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

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

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

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

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

## **Indicators of emotional abuse**

Developmental issues

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

Behaviour

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

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction

- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

#### Emotional responses

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

### Physical abuse

#### The nature of physical abuse

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

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

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

#### Indicators of physical abuse / factors that should increase concern

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

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, concern must 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 must be concerned if a child:

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

## **Sexual abuse**

The nature of sexual abuse

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

Sexual exploitation is seen as a separate category of sexual abuse. The [SSCB Screening Tool and guidance](#) provides school staff with information regarding indicators of CSE (further information about CSE is available on pages 40-43).

Characteristics of child sexual abuse:

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

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

## **Indicators of sexual abuse**

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching

- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

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

## **Sexual violence and sexual harassment between children in schools**

### **Peer-on-peer Abuse**

#### **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.

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

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

## **Policy**

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

We recognise that children and young people are capable of abusing their peers and this will be dealt with under our Child Protection and Safeguarding policy and in line with KCSIE (2018)

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

We will minimise the risk of peer-on-peer abuse by:-

## **Prevention**

- taking a whole school and college approach to safeguarding & child protection;
- providing training to staff;
- providing a clear set of values and standards, underpinned by the school and college behaviour policies and pastoral support; and by a planned programme of evidence based content delivered through the curriculum;
- engaging with specialist support and interventions;

## **Responding to reports of sexual violence and sexual harassment**

Children or young people 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.

Staff members taking the report will inform the DSL or the Deputy DSL immediately.

Staff members 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 referral (MARF) will be made to the MASH email: [csmash@surreycc.gcsx.gov.uk](mailto:csmash@surreycc.gcsx.gov.uk) (secure e-mail) or telephone 0300 470 9100, (out of hours 01483 517898) as appropriate.

## **Risk Assessment:-**

Following a report the DSL/ DDSL 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 discipline action;
- all other children at the school;
- the victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

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 students.

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

**Action: The DSL will consider:-**

The wishes of the victim.

The nature of the incident including whether a crime has been committed and the harm caused.

- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

**Options: The DSL will make the decision regarding the issue with the following possible options:-**

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

**Ongoing Response:**

Moor House is a small special school with a maximum of two classes per year group. The maximum class size is 12 students. The school & college acts in line with their behaviour policies and exclusion policy. The school and college will make reasonable and proportionate adjustment within resource and provision.

The DSL/ DDSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

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. The appropriateness of this will be subject to the school being reasonably satisfied that the allowing the perpetrator to remain at school and / or share transport would not harm the education or welfare of the victim and / or any other pupils of Moor House.

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. 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, within available resources.

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

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

### **Physical Abuse**

While a clear focus of peer-on-peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from student to student 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 2018](#)

[DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018](#)



## **Harmful Sexual Behaviour**

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

# Brook sexual behaviours traffic light tool

## 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. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

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

### 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

### 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. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

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

### 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

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### 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

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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

## Behaviours: age 5 to 9 and 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 and reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

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

### Green behaviours 5-9

- 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

### Green behaviours 9-13

- 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

### 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. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

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

### Amber behaviours 5-9

- 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

### Amber behaviours 9-13

- 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

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours 5-9

- 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

### Red behaviours 9-13

- 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

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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

## Behaviours: age 13 to 17

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 and reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

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

#### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### 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. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

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

#### Amber behaviours

- accessing exploitative or violent pornography
- 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
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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

## **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. 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 differences/perceived differences are more susceptible to being bullied/victims of child abuse.

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

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

## **Online Safety**

The school and college has an online safety policy which explains how we try to keep students safe in school and how we respond to online safety incidents.

Children and young people increasingly use electronic equipment 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.

Students 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

Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. Moor House has two CEOPS trained staff they are : Matthew Crowhurst and Ercan Arga

## **Racist Incidents**

Moor House 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 and Extremism**

[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 '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.

Some children and young people 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 & college is clear that exploitation of vulnerable children and radicalisation must 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.

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 governors, 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, [the use of school premises by external agencies](#), anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL or a DDSL. They should then follow the safeguarding procedures and refer cases to the MASH. If the matter is urgent then Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 and ask to speak to the Surrey Police Prevent Coordinator.

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

### **Indicators of vulnerability to radicalisation**

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

Extremism is defined by the 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.

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

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student 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’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 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 may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

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

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

## **Domestic Abuse**

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

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

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

Moor House is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools; where every school day morning our DSL or DDSL 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.

## **Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse.

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

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

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

The School & College 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.

The DSL will complete the Surrey Safeguarding Children's Board [CSE Screening Tool](#) alongside staff who know the child well on all occasions 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 MASH and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police must be called on 999.

The school & college 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 PHSE and SRE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

## **Child Criminal Exploitation & Gangs**

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 or young person 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.

The risk or potential risk of harm to the child or young person 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.

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

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

Any concerns that a child or young person is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school should be aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child or young person 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 MASH will be made when any concern of harm to a child or young person 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/ DDSL. The DSL/ DDSL will contact the MASH. If there is concern about a child's immediate safety, the Police will be contacted on 999.

## Youth produced sexual imagery (sexting)

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

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

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

All incidents of this nature must be treated as a safeguarding concern and in line with the UKCCIS guidance '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)'.

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 must be responded to.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they must 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.

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

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

At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral must be made to the MASH or the Police as appropriate.

Immediate referral at the initial review stage must 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 / DDSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Headteacher, to respond to the incident without referral to the MASH or the Police.

During the decision making the DSL/ DDSL will consider if:

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

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

The DSL / DDSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

## **Female Genital Mutilation (FGM)**

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

The duty applies to all persons in school who is employed or engaged to carry out 'teaching work' or works directly with children 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 must 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 must be made immediately.

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

Concerns about FGM outside of the mandatory reporting duty must be reported using the school's child protection procedures. Staff must 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.

## **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 must be made with the MASH and/or the Forced Marriage Unit 200 7008 0151.

## **Honour-based Violence**

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

Honour based violence might be committed against people who:

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

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

## **One Chance Rule**

All members of staff must be 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 must be 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 placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

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

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

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

## **Children Looked After**

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.

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

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

The designated teacher for children looked after and children previously looked after will work in partnership with the Virtual School Assistant Headteacher to discuss how Pupil Premium Plus funding can be best used to support the progress of children looked after in the school and meet the needs of the child within their personal education plan.

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

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

Moor House will ensure that there is a record of joiners and leavers as defined in [The Education \(Pupil Registration\) \(England\) 2006](#).

When removing a child's name, the school will notify the Local Authority of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination school, if applicable, and (e) the 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 \(Pupil Registration\) \(England\) 2006](#).

Moor House will:

- Enter students on the admissions register on the first day on which the school has agreed, or has been notified, that the student will attend the school.
- Notify the Local Authority within five days of adding a student's name to the admission register. The notification must include all the details contained in the admission register for the new student
- Monitor each child's attendance through their daily register and follow the Moor House procedure in cases of unauthorised absence.
- Remove a student's name from the admissions register on the date that the child or young person 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 home educated and no letter has been received, the school will not remove the child from roll and will notify Education Welfare at the earliest opportunity.

## **Students Missing Out of Education**

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'.

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 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 governors of any formal direction of a student to alternative provision to improve behaviour.

The school leadership will report to governor's information regarding the use and effectiveness of the use of alternative provision and modified timetables.

## **School Attendance and Behaviour**

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

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

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.

## **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 must be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in Positive Handling 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 of 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.

## **Whistle-blowing**

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

All staff must 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](mailto:help@nspcc.org.uk).

Whistle-blowing regarding the Headteacher must be made to the Chair of the Governing Body whose contact details are available to staff through the Bursar and Business Manager.



### **Links with other Moor House policies:**

Medical Policy  
Anti-bullying.  
Behaviour Policy (School)  
Behaviour Policy (College)  
Curriculum Policy  
Data Protection Policy  
Equality and Diversity  
E-Safety, including staff use of mobile phones  
Health & Safety  
Intimate Care  
Complaints.  
Positive Handling  
PSHE  
Recruitment and Selection  
Risk Assessment  
School Attendance  
Relationships and Sex Education  
Staff Code of Conduct  
Drug Education Policy  
Teaching and Learning  
Whistleblowing

### **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>

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

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

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

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

Thinkuknow (includes resources for professionals and parents)  
<https://www.thinkuknow.co.uk/>

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

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



## Safeguarding Children and Young People at Moor House School & College

“It could happen here”

Moor House School & College recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and young people. We make every effort to provide an environment where children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, feeling they will be effectively listened to.

This school and college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This means that we have a Child Protection and Safeguarding Policy which is available electronically on the website or in hardcopy by request. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child or young person’s welfare. We will ensure that our concerns about our students are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child or young person’s welfare.

### **Our Designated Safeguarding Lead (DSL) is:**

Mrs H Middleton (Principal)

### **Deputies**

Ms S Gray (Head of Residential Care)  
Ms S Williams, (Deputy Head Teacher)  
Mrs M Van Niekerk (Deputy Head Teacher)  
Mrs S Simpson (Healthcare Manager)  
Mr D Carroll (Deputy Head of Residential Care)  
Mr J Mansell (Deputy Head Teacher)

If you are concerned about a child or young person’s welfare, please record your concern, and any observations or conversation heard, and report to the DSL or one of the DDSLs as soon as possible the same day. Please complete a yellow child protection form. Do NOT conduct your own investigation.

If you need advice from the DSL or one of the DDSLs, please do not hesitate to contact them.

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is unsuitable to work with children or young people) then you should report this to the Principal (or the Chair of Trustees if the concern relates to the Principal) or in the absence of the Principal to The Head of Residential Care – who will consider what action to take.

**Child Protection Expression of Concern Form**

**Please complete this form if you have any concern about a child or young person.**

This form must be filled in **immediately** after the incident/observation/ disclosure and **handed personally** to either the Principal (DSL) – Helen Middleton or any of the DDSLs : Head of Residential Care - Sue Gray, Deputy Head Teacher – Madeleine Van Niekerk, Deputy Head Teacher– Stephanie Williams, Deputy Head Teacher – Jon Mansell, Deputy Head of Care – Danny Carroll or Health Care Manager - Susie Simpson.

**Concerns must not be left until the following day.**

<b>STUDENT'S NAME:</b>	<b>DATE AND TIME:</b>
<b>REPORTED BY:</b>	
Disclosure between: _____ and _____	
Cause for concern raised by:	
Persons Present:	
Circumstances:	
<b>Report:</b> Please write exactly what happened and/or what was observed, including paraphrasing of any questions by an adult or comments by the child/ young person including any dates or times. This must be a factual account only and must not include personal opinions or comments. Please initial and date any corrections you make.	
Body Map Attached:	Yes / No
<b>PRINT NAME:</b>	<b>SIGN:</b>
<b>DATE:</b>	

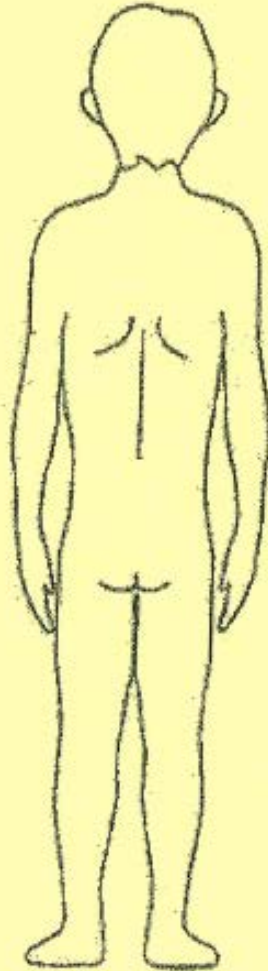
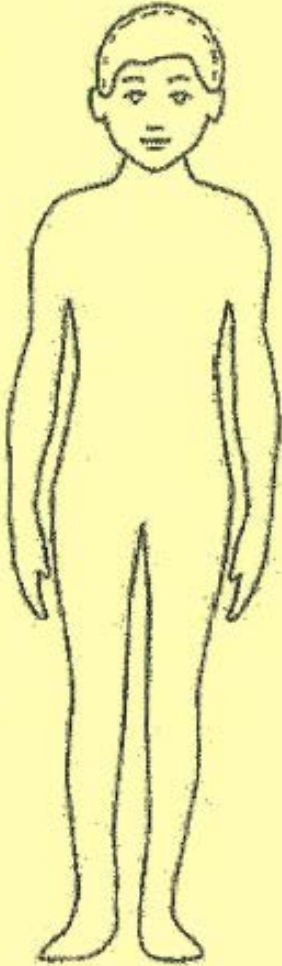




# BODY MAP

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



## Safeguarding Children and Young People

### Safer Working Practice Agreement

Moor House School & College is committed to safeguarding and promoting the welfare and well-being of children and young people and expects all staff, volunteers and regular visitors to share this commitment.

It is everyone's responsibility to ensure that students are cared for appropriately and safeguarded from any harm; and their duty of care to promote the health, safety and welfare of all members of the school community.

This Safer Working Practice Agreement gives a code of conduct needed to ensure that all employees and students 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 students. 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 Principal 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:

- adhere to all school policies, many of which are specifically written with safeguarding in mind. For example: Child Protection and Safeguarding, Behaviour, Positive Handling, Anti-Bullying, Equality and Diversity, Health and Safety;
- abide by the Staff Code of Conduct;
- behave in a mature, respectful, safe, fair and considered manner at all times and provide a good example and 'positive role model' to the students;
- observe other people's right to confidentiality (Unless you need to report something to the Principal (DSL) or DDSL e.g. concerns about a child protection issue);
- treat all children and young people equally; never build 'special relationships' with individual children or confer favour on particular children or young people. This includes, for those members of staff working at partner colleges, non MHS&C students that they may come into contact with there.

Report to **the Principal, in her absence the Head of Care (or in the case of an allegation concerning the Principal, the Chair of Governors- via the Bursar and Business Manager)** as soon as possible:

- any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.
- any difficulties that you are experiencing, for example, coping with an unruly child or young person; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- any behaviours of another person working in the school which give you cause for concern or breach of this or the staff Code of Conduct or other school policies and procedures
- any incident prior to and following the commencement of employment that may give rise to a fixed penalty notice (not a parking fine), caution or a conviction.

**You should never:**

- behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people’s children;
- touch children or young people in a manner which is or may be considered sexual, threatening, gratuitous or intimidating;
- discriminate either favourably or unfavourably towards any child or young person;
- make arrangements to contact, communicate or meet children or young people outside of work. Meet/communicate includes email, text, chat rooms or social networks such as Facebook. Other than via school owned accounts for school purposes; This includes, for those members of staff working at partner colleges, non MHS&C students that they may come into contact with there.
- develop ‘personal’ or sexual relationships with children or young people;
- push, hit, kick, punch, slap, throw missiles at or smack a child or young person or threaten to do so unless your own personal safety is threatened;
- make inappropriate remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature either verbally or in writing;
- intentionally embarrass or humiliate children or young people, for example, by using sarcasm or humour in an inappropriate way;
- give or receive (other than ‘token’) gifts unless arranged through your line manager / Principal, for example, outgrown sports kit, football boots or uniform;
- invite students to your own home or, in the case of residential staff or those resident on site, your own residential area;
- allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol;
- behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, fail to use seatbelts and drive in a safe manner at all times whilst transporting children or young people;
- staff must not consume or be under the influence of alcohol, illicit drugs or other illegal substances on or near school premises whilst on duty;
- undertake any work with children when you are not in a fit and proper physical or emotional state to do so, for example, under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children or young people; under extreme stress which is likely to impair your judgment.

I ..... have read the current Moor House Policy on **Child Protection and Safeguarding** Policy and the **Staff Code of Conduct** and agree to abide by the Safer Working Practice guidance contained therein. I have read and understood “Keeping Children Safe in Education” Part 1 & Annex A, (September 2018).

Signed .....

Date .....

The Principal and Governors of Moor House School & College thank you for your support of the arrangements made for the safety and care of young people and adults in our school community.

.....Principal

Date .....