



Barfield School

SAFEGUARDING CHILDREN POLICY

Barfield is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this information.

Committee Responsible:

Welfare Committee

Cothill Educational Trust Lead:

Mr Tom Beardmore-Gray

Nominated Designated Safeguarding Lead:

Miss Cathy Anderson

Status & Review Cycle:

Statutory

Safeguarding Statement

Barfield School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils including EYFS. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Key Personnel

The Designated Safeguarding Lead (DSL) is: Miss Cathy Anderson

Contact details: email: cathy.anderson@barfieldschool.com Telephone: 01252 782271

The deputy DSL is: Miss Olivia Shirley

(Contact via school email and telephone)

The nominated child protection lead from Cothill Educational Trust is: Ms Denise Le Gal

Contact details: email: admin@barfieldschool.com Telephone: 01252 782271

The Headmaster is: Mr James Reid

Contact details: email: James.reid@barfieldschool.com Telephone: 01252 782271

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.

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

Child includes everyone under 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.

ALL STAFF MUST BE FAMILIAR WITH THE CHILD PROTECTION POLICY

CHILD PROTECTION/SAFEGUARDING POLICY

This policy is for the Whole School. The Whole School refers to all staff and children in Barfield School. This includes: Nursery & Reception (the Early Years Foundation Stage (EYFS)), Pre-Prep (Key Stage 1), Prep (Key Stage 2); Years 7&8 (Key Stages 3).

1. Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989, The Children Act 2004, the Education Act 2002 and in line with government publications including:

"What to do if you're worried a child is being abused" 2006 (updated 2015),
"Working Together to Safeguard Children" March 2013 (updated 2015 & July 2018)
"Keeping Children Safe in Education" DfE March 2015 (updated September 2016 & September 2018)
"Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings" 2015,
Counter-Terrorism and Security Act 2015 (Section 26),
Female Genital Mutilation Act 2003,
Sexual Offences Act 2003

The updated *Keeping Children Safe in Education* (2018) is a revision of the previous documents and includes duties under the *Counter-Terrorism and Security Act 2015*. KCSiE also refers to other documents: *What to Do if You're Worried a Child is Being Abused* (updated March 2015), *Information Sharing: Advice for Practitioners Providing Safeguarding Services to children, young people, parents and carers* (updated July 2018), *Revised Prevent Duty guidance: for England and Wales* (July 2015), *Sexual Violence and Sexual Harassment between children in schools and colleges* (2017), *Information Sharing* (2018) and *The use of social media for on-line radicalization* (July 2015). KCSiE also includes guidance with regard to children missing from education, as this is a potential indicator of abuse or neglect – see Annex A of KCSiE (2018).

The Procedures are in line with The Surrey Safeguarding Children Board (SSCB), *Boarding schools: National minimum standards* (April 2015) and *Statutory framework for the early years foundation stage* (March 2017).

The Trust takes seriously its responsibility under section 175 and Section 157 of the Education Act 2002 and The Education Regulations 2003 (Independent Schools Standards) to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and Trust members, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

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

The prime concern at all stages must be the interests and safety of the child. On every occasion that any member of staff has reason to suspect that a child has suffered abuse or is at risk of suffering abuse or has other safeguarding concerns as listed in KCSiE (2018), the school's **Designated Safeguarding Lead** MUST be informed.

The DSL will then follow the Surrey Safeguarding Children Board (SSCB) guidelines in dealing with every case, in order to protect the child. Individuals should note that where the DSL does not agree a referral to social care is necessary, and the individual raising the concern disagrees, that person should make a referral themselves.

If at any time, it is considered that the child may be a child in need, as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to SSCB; this referral can be made by any practitioner.

2 The aims of this policy are:

2.1. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing the adults will listen to them effectively.

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

2.3 To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.

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

2.5 To emphasise the need for good levels of communication between all members of staff.

2.6 To include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Services.

2.8 To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.

2.9 To ensure that all adults within our School who have substantial access to children have been checked as to their suitability.

Wherever the word "staff" is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children.

3 Procedures

Our School procedures for safeguarding children will be in line with the Surrey Safeguarding Children Board procedures set out at <http://surreyscb.procedures.org.uk/> and take account of guidance issued by the Department for Education.

We will ensure that:

3.1 All members of the Trust understand and fulfil their responsibilities and review this policy and procedures every year; they also receive yearly safeguarding/child protection training.

3.2 We have a designated member of staff, our Designated Safeguarding Lead, who has undertaken the necessary Child Protection Foundation Training delivered through the SSCB Training Manager and who undertakes other training provided by Surrey SSCB and attends an update at least every two years.

3.3 We have other specific members of staff who will act in the designated member of staff's absence who have also received the necessary Child Protection Foundation Training and attend an update course at least every two years. One of our Deputy DSLs also takes the lead responsibility for safeguarding children within the EYFS and one member of staff is always on duty whenever our Nursery is open.

3.4 All members of staff are provided with opportunities to receive appropriate safeguarding and child protection training which is regularly updated. All staff members receive safeguarding and child protection updates (via email, e-bulletins, staff meetings and INSETs) as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.

3.5 All members of staff, volunteers and Trust members know how to respond to a pupil who discloses abuse through referring to the staff handbook, policy and the Barfield School Safeguarding Leaflet.

3.6 In addition, within their safeguarding induction all members of staff, volunteers and Trust members (anyone who works with children) are given and required to read a copy of Part One and Annex A of "Keeping Children Safe in Education", the Behaviour Policy and the Pupil Admission, Attendance and Absence Policy (Children Missing Education); they are also required to read and sign to say that they have understood both the Staff Code of Conduct and the Staff ICT - Acceptable Use Policy.

3.6 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the School's Child Protection Policy on our website, and reference to it in our parent handbook.

3.7 We will ensure that our selection and recruitment of staff includes checks for their suitability with the Disclosure and Barring Service and follow the recommendations in "Keeping Children Safe in Education".

3.8 We notify the Children's Services Key Worker if there is an unexplained absence of a pupil who is subject to a child protection plan.

3.9 We develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.

3.10 We keep written records of concerns about children, even where there is no need to refer the matter immediately.

3.11 All records are kept securely.

3.12 We develop and then follow procedures where an allegation is made against a member of staff.

3.13 We notify the DBS within one month when the services of a person (employed, contracted, volunteer or student) are discontinued because he or she was considered unsuitable to work with children (Compromise agreements cannot apply).

3.14 We will inform DBS/Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the School (whether that allegation relates to harm or abuse committed on the School premises or elsewhere).

3.15 We will also inform DBS/Ofsted of any other abuse which is alleged to have taken place on the School premises, and of the action taken in respect of these allegations.

3.16 We will inform DBS/Ofsted of these allegations as soon as is reasonably possible, but at the latest within 14 days of the allegations being made.

3.17 We will inform the Teaching Regulation Agency (TRA) of any serious allegations of professional misconduct from members of teaching staff. We will also consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned).

3.18 Our procedures will be regularly reviewed and we will remedy any deficiencies or weaknesses in this policy and procedures without delay. The name of the Designated Safeguarding Lead (DSL) will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse. This is found in the Staff Handbook and on the information cards issued to all staff and volunteers.

4 Responsibilities

Designated Safeguarding Lead is responsible for:

4.1 Referring a child, if there are concerns about possible abuse, to the Surrey Children's Services and informing OFSTED where necessary. Contact must be made within 24 hours of disclosure or suspicion of abuse.

4.2 Referring child protection concerns relating to a staff member to the Local Authority Designated officer LADO.

4.3 Referring cases where a person is dismissed or left due to risk/harm to a child to the DBS and/or to the police where a crime may have been committed, acting as a focal point and offering advice and support for staff to discuss concerns.

4.4 Keeping accurate written records of concerns about a child even if there is no need to make an immediate referral.

4.5 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.

4.6 Ensuring that an indication of further record-keeping is marked on the pupil records.

4.6 Copying the child protection file for any new school or college where a child leaves, ensuring it is transferred separately from the main pupil file.

4.7 Liaising with other agencies and professionals.

4.8 Ensuring that either they or the class teacher, senior Pastoral Leaders or boarding Heads of House attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments and provides a report which has been shared with the parents.

4.9 Ensuring that any pupil currently subject to a child protection plan who is absent without explanation is referred to their key worker.

4.10 Linking with the SSCB to make sure staff are aware of training opportunities and the latest local guidance and policies on safeguarding.

4.11 Ensuring their own training is updated appropriately every 2 years.

4.12 Organising child protection training for all school staff and raising awareness.

4.13 Encouraging a culture of listening to children.

4.14 Meeting with Cothill's Safeguarding Representative on a regular basis to bring any issues regarding this policy to the attention of Cothill Trust.

4.15 Providing the nominated Cothill Safeguarding Representative and Headteacher, an annual report, detailing any changes to the policy and procedures; training undertaken by the DSL and by all staff and Trust members; number and type of incidents/cases, and number of children subject to a child protection plan (anonymised).

4.16 Attending the termly Welfare Committee Meetings to provide information and contribute to Safeguarding discussions.

5. Supporting Children

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

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

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

5.4 If we have a concern about a child we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant or further harm, we will seek advice from the duty manager at the Surrey Children's Services. It is important to note that **anybody** can make a referral and a referral does not require parental consent.

5.5 Our School will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Teaching children how to recognise and manage risk themselves, including E safety.
- Promoting a caring, safe and positive environment within the School.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- Notifying Surrey Children's Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new School and ensuring the School medical records are forwarded as a matter of priority.
- We recognise that there may be a case where a pupil is abused by one or more other pupils. In this case reference is made to the Schools Anti-Bullying Policy, the Child Protection Policy (See Appendix 5 – Peer on Peer Abuse) and advice is taken from the Surrey Children's Services.

6 Confidentiality

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

6.2 The Headmaster or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, and may be asked to support social workers to take decisions about individual children.

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

7 Supporting Staff

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

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

8 Allegations against staff

8.1 We understand that allegations may be made against a member of staff.

8.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher and the DSL.

8.3 The Headmaster on all such occasions will discuss the content of the allegation with the Chair of Cothill Trust.

8.4 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Principal of the Trust who will consult as in 8.5, without notifying the Headteacher first.

Staff should refer to the Whistleblowing Policy or ask at any of the school offices for the email address of the Principal of Cothill Trust.

8.5 The School will follow the guidance in Part Four of "Keeping Children Safe in Education" and the SSCB procedures for managing allegations against staff, contacting the Surrey LADO for advice on 0300 123 1650. Under no circumstances will we send a child who has made an allegation home, pending such an investigation, unless this advice is given exceptionally as a result of a strategy meeting.

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

8.7 If a member of boarding/resident staff is suspended pending an investigation, then the School will provide alternative accommodation off site if necessary and will be given a named representative who will keep the member of staff subject to the allegation informed of the process in the case and consider what other support is appropriate for the individual.

8.8 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Principal of the Trust – the Headteacher does not need to be informed of the allegation.

9 Avoiding Allegations of Abuse

9.1 Staff will receive regular training, read this policy and have access to "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings" 2015, the Behaviour Policy and the Staff Code of Conduct.

9.2 All School staff must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other people.

9.3 All staff will be aware of the Behaviour Policy and will have read and signed to confirm that they have understood the Staff Code of Conduct.

9.4 Where teachers perform a pastoral or tutorial task, this may involve them being in one to one situations. In this case, it is important that meetings with students take place whenever possible within school time and in the vicinity of other teachers and students, although away from immediate earshot. If possible, a door should remain open.

9.5 Staff should not invite pupils into their own personal living space. (This does not apply to Boarding Staff in the pursuance of their pastoral duties).

9.6 Staff should never give personal contact details, text, email or telephone except for agreed work purposes - see the Staff ICT Acceptable Use Policy and Appendix 1.

9.7 Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

9.8 Staff should not become involved with a student's personal problems outside the educational arena, without the advice and knowledge of the DSL or their senior manager. If the child has problems of a physical, emotional or sexual nature, they should be encouraged to seek medical help.

9.9 It is normally inadvisable for a member of staff to give a child a lift in a car on their own, however there may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be reported to a senior colleague and (if possible) having obtained parental permission, preferably in writing – for further details, please see the Staff Code of Conduct.

9.10 If a member of staff finds they are the subject of a child's attentions or affections, they should immediately report this to the DSL, or other senior member of staff. This makes it clear to all within the school that those affections are unwelcome and unwarranted and are being handled with the teacher's "arm's length" professionalism. Sensitive handling of students' emotions should enable the child to develop without feeling unduly rejected or putting the teacher at unnecessary risk.

9.11 Staff should be aware that the Sexual Offences Act 2003 establishes that any sexual activity with a young person under 18 in their care is illegal.

10 Staff employed by another organisation

Where staff are employed by another organisation and work with pupils from Barfield School, the School will seek assurances that the appropriate child protection checks and procedures have been applied.

11 Whistleblowing

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

11.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the Principal of the Trust. (See Whistleblowing Policy).

12 Physical Intervention

12.1 Our policy on physical intervention is set out separately in our Corporal Punishment and Justifiable Restraint Policy and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others and that at all times it must be the minimal force necessary to prevent injury to another person.

12.2 Such events should be recorded and signed by a witness on the Incident Report form at the end of the Restraint Policy.

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

13 Bullying

13.1 Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes abuse by one or more pupils against another pupil which may include religion, ethnicity, disability, gender, sexuality or appearance related difference.

14 Racist Incidents

14.1 Our policy on racist incidents is set out in our Equal Opportunities Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

15 Prevention – Prevent Duty

15.1 In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of our safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

15.2 The School can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. **See Preventing Extremism and Radicalisation Statement**

15.3 We recognise that the School plays a significant part in the prevention of radicalisation of our pupils by risk assessment, working in partnership, staff training and IT policies.

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

15.5 The School community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including PSHE and SMSC opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

15.6 We are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the Barfield School for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism:

The SPOC for Barfield School is Cathy Anderson; she has undertaken the online general awareness training module on Channel and all staff completed this during the Autumn of 2018.

15.7 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/DSL; a consultation with the Surrey Channel coordinator will follow.

16 Health and Safety

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

17 Staff Recruitment

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Barfield School is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff and volunteers to share this commitment. Please refer to the Staff Safer Recruitment Policy for further details.

18 Review

Our DSL will conduct an annual review of all Safeguarding Policies and Procedures. This review will involve the Deputy DSLs, SMT and Cothill's Safeguarding representative. The review will be submitted to the Surrey Safeguarding Board and presented to the Trust for discussion review and sign off.

19 Useful Contacts

Surrey Children's Services

Surrey County Council has one first point of contact for services

Phone: 0300 470 9100 – Monday to Friday from 9am to 5pm.

This number will offer you options to talk to an allocated social worker or family support worker where a child is already known, report concerns about

a child, if you are a practitioner, seek advice, or consult with the LADO regarding an allegation or concern about a member of staff.

Outside of these hours, call on 01483 517898 to speak to the emergency duty team. In an emergency where you are concerned for the child's immediate safety you should call Surrey Police on 999.

OFSTED

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA
Telephone: 08456 40 40 40
Email: enquiries@ofsted.gov.uk
Ofsted: www.ofsted.gov.uk

DBS

Disclosure and
Barring Service www.gov.uk/db Helpline 01325 953795

Useful resources and websites

Surrey Safeguarding Children Board (SSCB) child protection procedures, guidance for professionals, and training opportunities.

www.surreycc.gov.uk/safeguarding

Elisabeth Clark

Education Safeguarding Advisor

Office – 01483 518074

Secure email account: elisabeth.clark@surreycc.gcsx.gov.uk

Adam Colwood

Education Safeguarding Advisor

Office – 01483 518158

Secure email account: adam.colwood@surreycc.gcsx.gov.uk

Advisory, Conciliation and Arbitration Service (ACAS): www.acas.org.uk, tel: 08457 474747

Child line 0800 1111

Stop it Now UK 0808 1000 900

NSPCC 0808 800500

Forced Marriage Unit 0207 0080151

Female Genital Mutilation unit

(Home Office/NSPCC) 0800 0283 550

20 Disclosure of abuse by a child

Remember that children generally don't tell adults about abuse, but their friends, or a friend's parent may report a concern. If you are approached by a child wanting to talk, be ready. You should listen positively and reassure the child. If you can, try and ensure a degree of privacy, but this may not always be possible.

Whilst this can be an alarming situation to find yourself in, it is important not to let the moment pass – for every child that does finally disclose information, evidence shows that they have usually tried up to 12 times before.

Helping the child when abuse is disclosed:

- Do not show revulsion or distress, however distasteful the events are.
- **Do not make false promises, i.e. that you will keep the abuse a secret or that the police will not be involved. Do not promise confidentiality.**
- Let the child know at once that it was not his/her fault and keep restating this.
- Be aware of your own feelings about abuse and find someone you can share those feelings with once the procedures have been completed.
- Reassure the child that they were right to tell, even though the abuse may have happened a long time ago.
- Reassure the child that you still care for them and that what they have said does not make you care for them less.
- As soon as possible write a first-hand account of what was said and done.
- Make them aware that their disclosure will be reported only to those who need to know and can help.
- **Do not question a child; try to limit your involvement to listening. It is also important to remember that it is not your responsibility to investigate suspected cases of abuse, only to report them to the DSL, or to make a child protection referral yourself if the DSL disagrees and you still have the concern.**

If you have concerns about a child's welfare

- It may be that you might have concerns about a child's well-being, but they have not actually said anything to you. If such a situation arises, you should speak to the DSL
- Abuse or neglect can have a damaging effect on a child's health, educational attainment and emotional well-being. If you have worked with a group of children over many weeks, you may see changes in behaviour. Such changes may not necessarily indicate that a child is suffering abuse or neglect. In some cases those changes may be the symptoms of a hidden disability or undiagnosed medical condition, and the need to distinguish those cases reinforces the need for a careful and thorough assessment of the child and his/her needs when concerns are passed on
- **It is important you do not feel afraid about passing on their concerns. The information may be a small piece in a bigger jigsaw and help to get a better understanding of a child's predicament. Any concerns, however seemingly trivial, should be passed on to the DSL**
- Once again, you should put your concerns in writing as well as talking to the DSL

Guidance for recording information

You should record your concerns as soon as possible and any note should include the following:

- what is the evidence that led to the concern;
- what the child said using their own words (if a discussion has taken place; and,

It may be that you have a concern which feels very vague and would simply like to discuss your concerns with a deputy DSL

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

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

21 Responding to a report of child on child sexual violence and sexual harassment

Effective safeguarding practice when responding to a report of child on child sexual violence and harassment includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;

- recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Appendix 1

Further information on a Child Missing from Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Further information on Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Further information on Child Sexual Exploitation

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. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Further information on Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further information on Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

NSPCC- UK domestic-abuse signs symptoms effects

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

Safelives: young people and domestic abuse

Further information on Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

Further information on so called honour-based violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the

context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Further information on FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁰ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Further information on Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Further information on Preventing Radicalisation

See Preventing Extremism and Radicalisation Statement

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

Further information on The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England

and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Further information on Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Further information on peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Further information on Sexual violence and sexual harassment between children in schools and colleges

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual Violence and Sexual Harassment?

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

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

oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

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

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

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

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of KCSiE 2018. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional support and guidance can be found in Annex A of KCSiE 2018.

Appendix 2

Safe and appropriate use of mobile telephones and cameras by staff

The EYFS Staff regularly take photographs of the children while busy and engrossed in their play. They are mainly used to record the children's activities and achievements and are put in their individual files.

On occasion photographs are used for wall displays, advertising and on the School website. Sometimes children appear in the background or in group photographs. Parent's consent is sought for all these different types of photographs before the child starts with us. Parents can withdraw consent at any time and are made aware of this at the time of signing.

Staff must use the dedicated school cameras only. The camera is never used in the cloakroom area or in confined spaces. Staff will not take photographs if a child looks uncomfortable in any way or says no when the camera is focused on them.

Staff are required to store their mobile phones in a locked cupboard within the EYFS setting.

Appendix 3

What is child abuse?

Refer to Part One of "Keeping Children Safe in Education" DfE 2018

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children; sexual abuse of children by other children is a specific safeguarding issue in education.

There are four categories of abuse

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some indications of possible abuse

- unusual, changes in, or even bizarre behaviour.
- emotional withdrawal – showing lack of trust in adults.
- over-demanding, mood swings, aggressiveness.
- poor academic work, under-achievement.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery – see Appendix 6) put children in danger.

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

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

All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse (see Appendix 5).

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic abuse/violence – see Appendix 7
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Appendix 4

USE OF REASONABLE FORCE

INCIDENT REPORT

Name of Staff: _____

Date/Time of Incident: _____ Place: _____

Names of Pupil(s) Involved: _____

Names of Witnesses: _____

Description of Incident: _____

Steps Taken to Avoid Force: _____

Nature of Force Used: _____

Pupil's Response: _____

Outcome of the Incident: _____

Any Injuries or Damage: _____

Signed: Signed by Headteacher:

Date: Date:

Signed by Designated Safeguarding Lead:

Date:

Appendix 5

Peer on Peer Abuse

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Barfield School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. Some forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 1).
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

Barfield School aims to reduce the likelihood of peer on peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Barfield School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using Barfield School's child protection procedures as set out in this policy. Where a concern regarding peer on peer

abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

Appendix 6

Youth produced sexual imagery (sexting)

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

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

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people' 2016.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view copy or print the youth produced sexual imagery.

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

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

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

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;

- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection policy, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

Appendix 7

Domestic Abuse/Violence

Barfield School is a part of the Operation Encompass scheme and the Key Adult is Cathy Anderson and Deputy Key Adult is Olivia Shirley.

How does it affect children?

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

What are the signs to look out for?

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

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

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

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

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822

North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690

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

A concern is raised

What type of activity is involved?

(Use screening tool/e-safety legal framework)

Incident closed (Is counselling or advice required?)

Possible legal action

Potential illegal or child protection issues?

School disciplinary and child protection procedures (possible parental involvement)

Other children involved?

Possible legal action

Who is involved?

Appendix 8

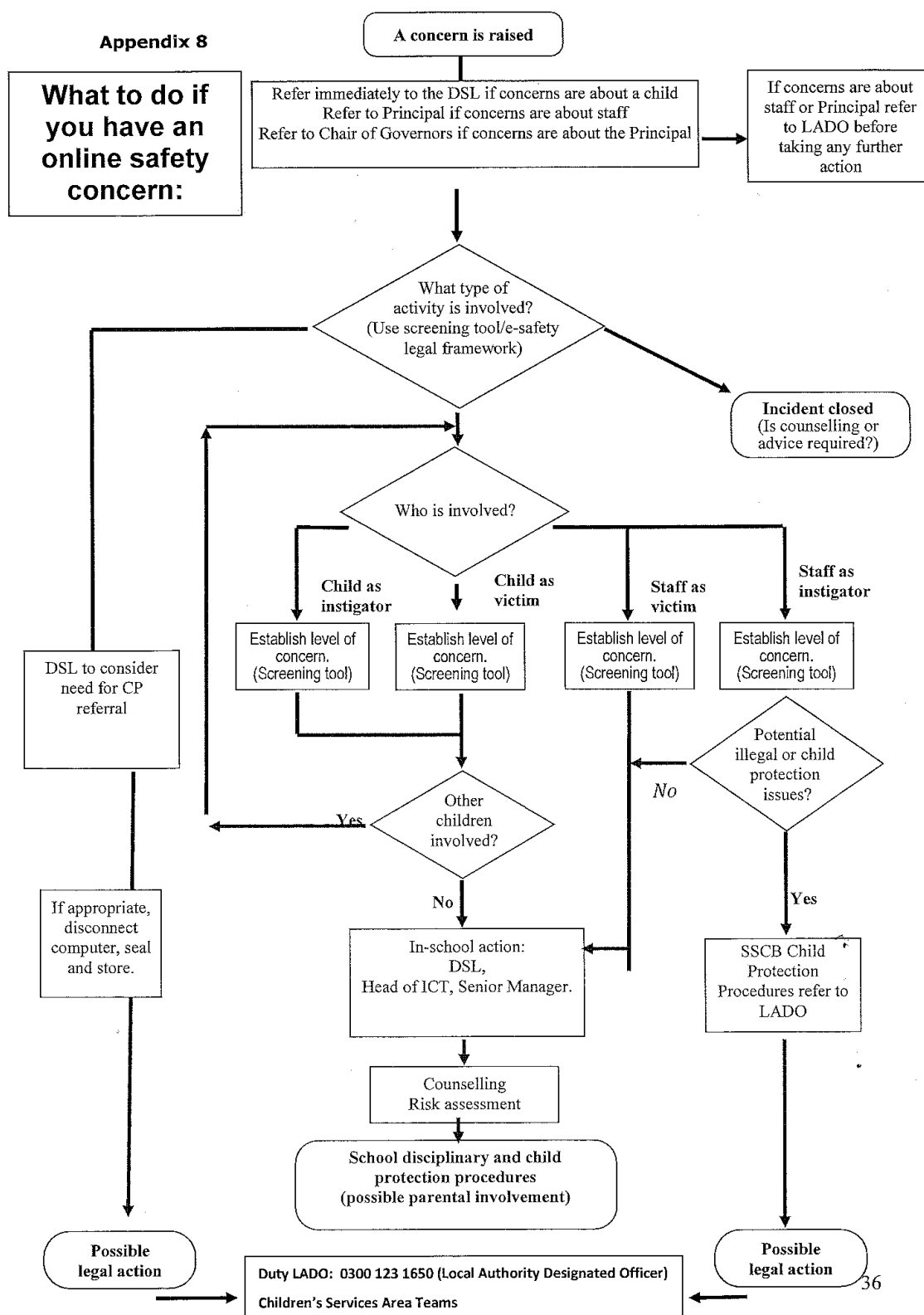
Refer immediately to the DSL if concerns are about a child

Refer to Headteacher if concerns are about staff

Refer to Principal of the Trust if concerns are about the Headteacher

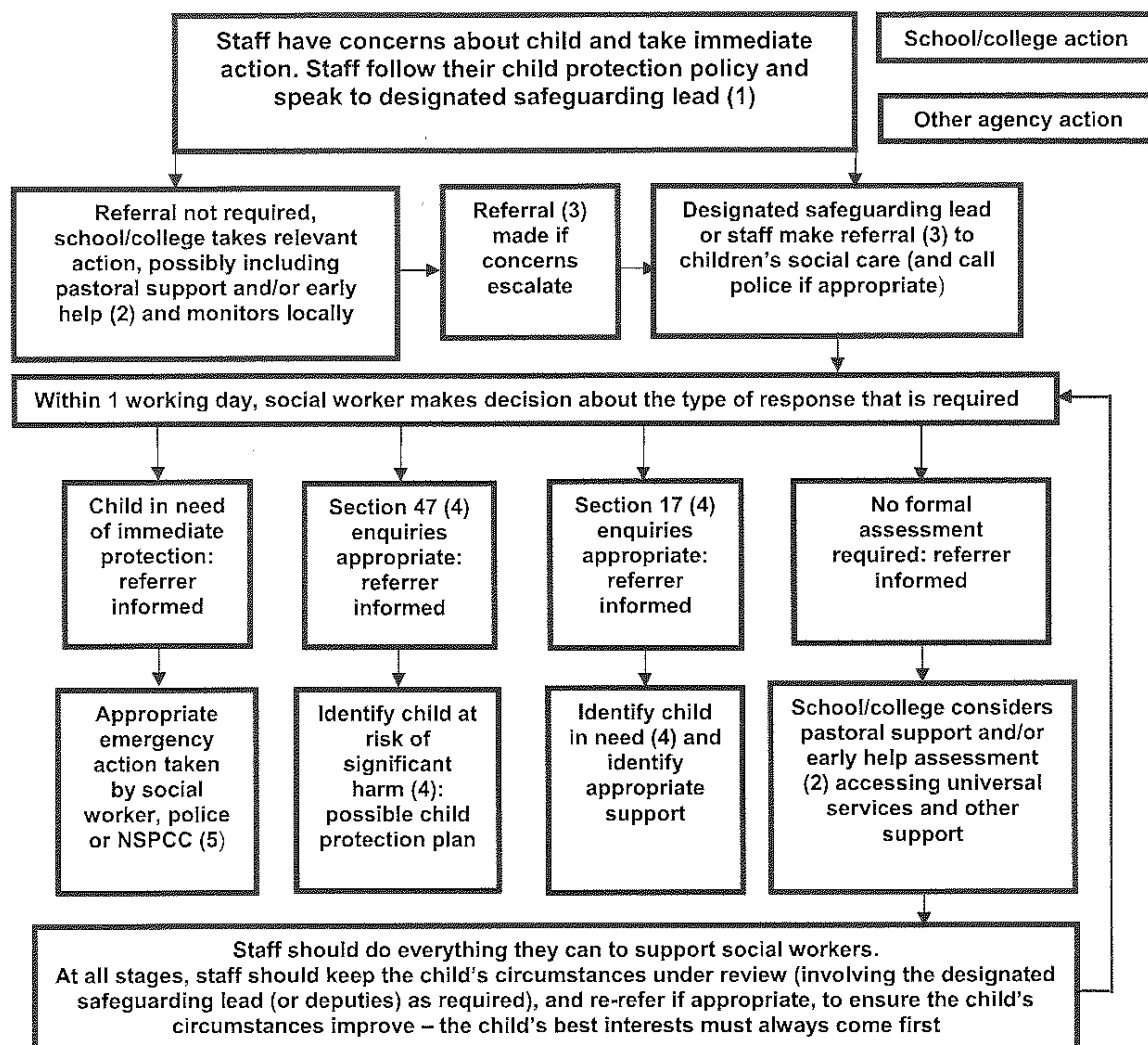
If concerns are about staff or Headteacher refer to LADO before taking any further action

What to do if you have an online safety concern:



Appendix 9 Flow chart

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

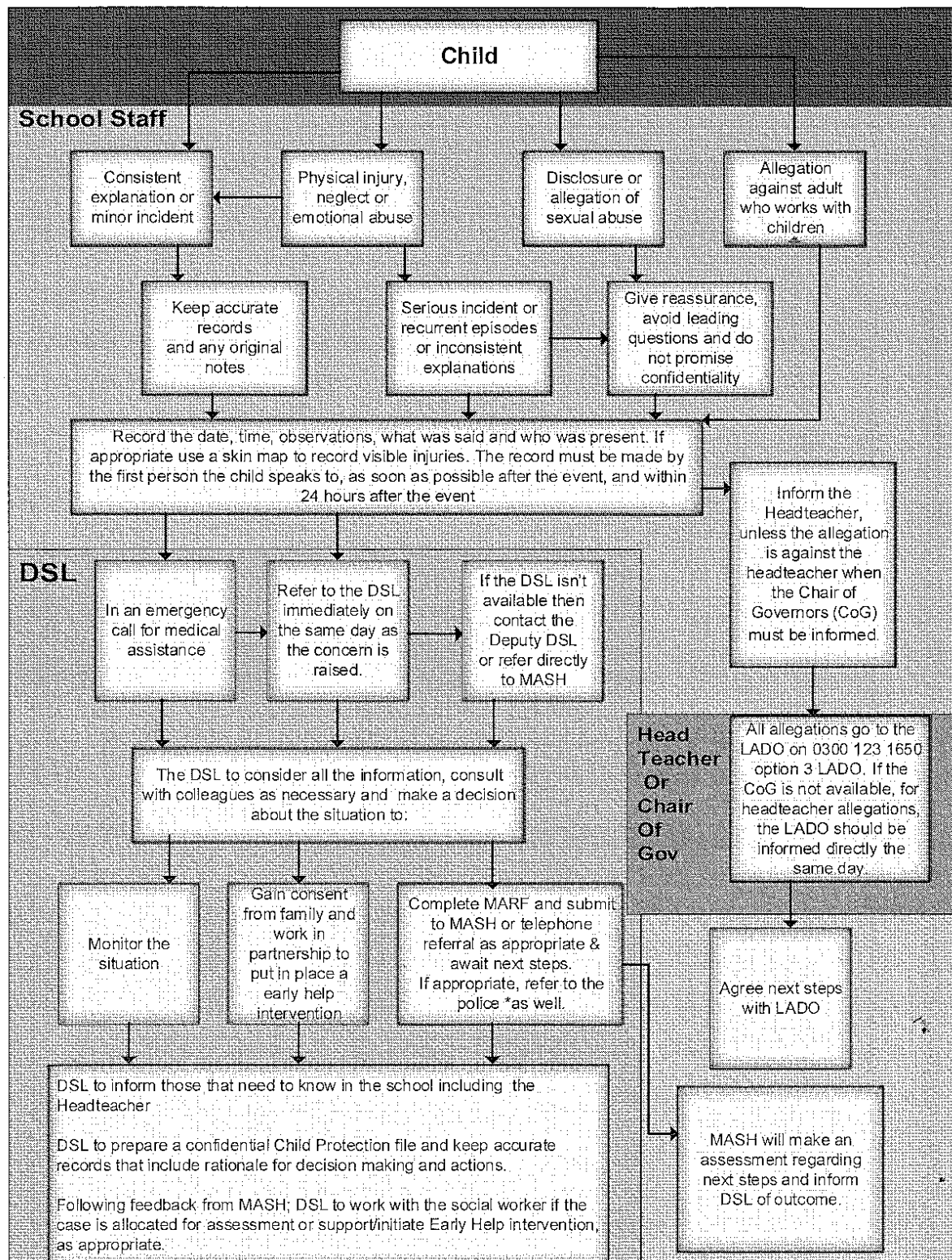
(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 10

SSCB Child Protection Procedures Flowchart



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



Barfield School

SAFEGUARDING CHILDREN POLICY

Barfield is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this information.

Signed.....*Denise Le Gal*.....

Name in Print.....*DENISE LE GAL*.....

Date.....*12 November 2018*.....