



SAFEGUARDING AND CHILD PROTECTION POLICY

This policy applies to the Main School, the Early Years Foundation Stage and the Pre-Preparatory School.

Danes Hill School recognises its responsibility for the welfare and protection of the children within all activities that it undertakes. It aims to provide an environment in which all pupils feel secure, are valued for their individual contributions and are encouraged to talk and know that they will be listened to. It aims to ensure that all pupils know who to approach and trust if they have any worries. It aims to maintain a safe environment for children in order that they will be able to learn and develop their full potential. It recognises that the protection of children is the responsibility of everyone involved in their care and that there is a need for the staff to be adequately trained so that they can act appropriately to any concerns that arise. It is emphasised to all staff the fact that 'It could happen here'. The school's main consideration at all times is to act in the best interests of the child.

The current Safeguarding Policy is available for all parents on the school website.

We operate the safeguarding procedures of the Surrey Safeguarding Children Board (SSCB) and operate in-line with locally agreed inter-agency procedures.

Danes Hill School has due regard to, and complies with, the following DfE policies and publications:

1. 'Working Together to Safeguard Children' (July 2018)
2. 'Keeping Children Safe in Education' (3rd September 2018)
3. Disqualification under the Childcare Act 2006
4. What to do if you are worried a child is being abused (March 2015)
5. Prevent duty Guidance for England and Wales (July 2015)
6. The Prevent Duty – Departmental Advice for schools and childminders (June 2015)
7. The use of social media for on-line radicalisation (July 2015)
8. Sexual Violence and Sexual Harassment between children in school (Advice from the Department for Education December 2017)
9. Surrey Levels of Need Threshold and Early Help Document (October 2016)

Part 1 of KCSIE September 2018, and Annex A, is given to all staff to read. Staff are required to read KCSIE annually.

Danes Hill School also includes the Pre-Preparatory section named as Bevendean and this includes full provision for the Early Years Foundation Stage (EYFS).

The designated practitioner who takes the lead responsibility for safeguarding children within the EYFS setting is the Head of Bevendean.

The above practitioner informs OFSTED of any allegations of serious harm or abuse by any person working at the premises, working or looking after the children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

The Designated Safeguarding Lead for Bevendean and EYFS informs OFSTED of the above, as soon as is reasonably practicable, but at the latest within 14 days.

Mobile phones and the use of cameras- with specific reference to EYFS

For safeguarding reasons, staff are not allowed to use a mobile phone in the presence of children, - except in an emergency situation.

Personal smartphones or personal cameras are never to be used to take photographs of children. If necessary, the school will provide cameras or iPads for use by staff, both in the EYFS setting and on the main site.

Action where there is concern for a child:

If a person has a concern about a child, they should speak in the first instance to the school's Designated Safeguarding Lead.

- Miss Jackie Taylor is the Designated Safeguarding Lead (DSL) She is also a member of the Senior Management Team (01372 84 9250)
She acts as the main point of contact within the school for safeguarding and child protection.

In compliance with the guidance set out by the DfE, the school has also designated the following staff as trained safeguarding deputies:

- Mr Rob Andrews (Deputy Head) has lead responsibility in the absence of Miss Taylor (01372 84 9243) and is the deputy DSL
- Mrs Ruth Samson (Head of Bevendean) (01372 842546) Deputy DSL at Pre-prep and DSL for the EYFS.

Governor with Safeguarding Responsibility

- Dr Heather Patel, a member of the Governing body, reviews Danes Hill's Child Protection Policy every year and offers advice and support. As the Governor with responsibility for safeguarding issues, she is asked to provide an annual review of the school's child protection policies and procedures. This allows for a review by the governing body of the efficiency with which the related duties have been discharged

and gives the opportunity to identify any deficiencies and weaknesses in order that they can be addressed with immediate effect. She will also ensure that on each visit to the school she talks to a number of staff, from a range of sections and departments, to see if they would know who to go to in the case of a suspected abuse.

Contact Surrey Children's Services

If any person is concerned about the safety of a child, they can contact the Surrey Multi-Agency Safeguarding Hub:

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

Outside of these hours, call 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.

The Multi-Agency Safeguarding Hub

Monday to Friday from 9am to 5pm

The Multi-Agency Safeguarding Hub (MASH) responds to initial enquiries about children, young people and adults.

The MASH is based at Guildford Police Station and combines Children's Service social workers, Adult's Service social workers, and health and police staff.

If you have a concern about a child, contact the Surrey MASH:

- Phone: 0300 470 9100
- Email: csmash@surreycc.gov.uk

Emails are dealt with during normal office hours. Agencies on the Government Connect Secure Extranet can send content up to 'official sensitive' to our secure email address: csmash@surreycc.gcsx.gov.uk

If a child is at risk of immediate harm or danger, the police must be called on 999

If a concern is raised but a referral is not required, Early Help, which examines levels of need when working with children in Surrey, would be a means of providing support. (See SSCB Guidance for professionals on Early Help and the use of thresholds across Surrey, June 2016)

The DSL works in partnership with Surrey children's services and takes a multi-agency approach when determining whether a child is in need, or whether a child is at risk of

significant harm. The DSL advises all staff to refer an initial concern through them in the first instance. However, it is made clear that any adult can contact Surrey MASH if they have an immediate concern about a child

- The school recognises that keeping children safe is the responsibility of everyone and agrees that the following contact might prove useful - NSPCC Child Protection Helpline is a free 24 hour service that provides information and advice to anyone concerned about possible abuse: 0808 800 5000.
 - Children that are in need of additional support from one or more agencies lead to inter-agency assessment using local processes.
 - Children who have suffered or who are at risk of suffering serious harm are reported to Surrey children's social care immediately. 0300 470 9100
 - Our reporting arrangements with the above welfare agency take place within 24 hours of a disclosure or suspicion of abuse.
 - The Early Help Assessment has now replaced the CAF. Enquiries are made to the Lead Professional on 0208 541 9282
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Local Authority Designated Officer (LADO)

Monday to Friday from 9am to 5pm

The LADO Service manages allegations against individuals who work or volunteer with children in Surrey. If you have a concern regarding someone who works with children please contact the LADO on 0300 123 1650* or LADO@surreycc.gov.uk.

- LADO (Surrey County Council's Local Authority Designated Officer) for advice: 0300 123 1650 or LADO@surreycc.gov.uk
- The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

Local Prevent and Channel contact details:

Should a member of staff have a concern that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headmaster or the DSL. They will consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social care, for example.

They should then follow the normal safeguarding procedures.

If the matter is urgent then Surrey Police must be contacted by dialling 999
In non-urgent cases, contact Lee Sawkins (Prevent Coordinator) Surrey Police
Phone: 101 extension 309 Mobile: 07967 986388
Email: Lee.Sawkins@surrey.pnn.police.uk

The Management of Safeguarding

- The annual review of the school's Safeguarding and Child Protection policy includes an update and review of procedures and their implementation. The DSL and the Safeguarding Committee (JCT, RMA, and RSS), work with the governors on this and the review is undertaken more regularly when required. The Safeguarding Committee meet termly and draw upon the expertise of staff in shaping the safeguarding arrangement and policies for the school. The Pastoral Care Committee also meet regularly to review all pastoral provision.
- The Safeguarding and Compliance committee will also meet termly in order to monitor all aspects of safeguarding and child protection, ensuring that the school has policies and procedures in place, taking into account any statutory guidance issued by the Secretary of State, any local authority guidance and locally agreed inter-agency procedures. The committee is made up of governors (including the Chairman and the governor with safeguarding responsibilities), and key staff, including the DSL and the deputy headmaster.
Its overall aim is to ensure that the school meets its statutory responsibilities and also that the children attending Danes Hill School are safe.
- Governors also ensure the school contributes to interagency working, in line with Working Together to Safeguard Children 2018 through effective implementation of the child protection policy and good cooperation with local agencies. Minutes of meetings are detailed and reflect the depth of the review. These minutes are then scrutinised by the headmaster and governing body and signed.
- Governors ensure that the DSL has a job description which includes the key activities of the role. The school ensures that the DSL has sufficient time, funding, supervision and support to fulfil her child welfare and safeguarding responsibilities effectively. All staff with welfare responsibilities undertake regular reviews of their own practice and

opportunities to discuss any concerns they might have about welfare and safeguarding matters. This includes the professional duty to report welfare and safeguarding concerns to the DSL, or in the absence of action, to Surrey children's services.

- The governors will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSL.
- The governing body considers how children are taught about safeguarding. This is part of our broad and balanced curriculum which covers relevant issues through personal, social, health and economic education (PSHE). Particular attention is paid to the school's practices to help children to adjust their behaviours in order to reduce risks and to build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. These practices are age appropriate and delivered through the PSHE curriculum. Children are taught to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. PSHE and the school's ICT curriculum include internet safety education. (See latest resource promoted by DfE 'The use of social media for on-line radicalisation'.)

Early Years and later years (under-8's childcare-) Disqualification under the Childcare Act 2006 (2018 Regulations)

Danes Hill School has regard to the above statutory guidance, which is incorporated into KCSIE. Where people are within the scope of the guidance, the school checks whether they are disqualified from childcare or ensure that others have done so.

The grounds for disqualification include:

- Being on the DBS Children's Barred list;
- Being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- Being the subject of certain other orders relating to the care of children;
- Refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

Volunteers, supply/agency staff, self-employed people, staff or other organisations contracted to provide childcare, governors who volunteer with the relevant groups or are directly concerned with their day to day management, are also potentially within the scope of the guidance.

Danes Hill fulfils our duty to have due regard to the guidance by taking the following three steps:

1. Informing relevant people of the legislation.
2. Taking steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified;
3. Keeping records, either on the Single Central Register (optional) or elsewhere, of staff employed to work in or manage relevant childcare and including the date disqualification checks were completed.

The school will inform Ofsted where we are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. The school will not automatically suspend an individual who is found to be disqualified. They may be redeployed in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

Staff are reminded regularly of their duties to disclose the relevant information. This takes place annually.

Staff training ensures that staff know who to approach where concerns arise. This takes place regularly for all staff, (each term by the DSL who updates staff and reminds them of policy, and also staff receive regular training by an external agency). This includes part-time, temporary and voluntary staff and the headmaster. Newly appointed staff also receive induction training.

All new staff, including temporary staff and volunteers, are provided with induction training that includes:

1. The school's Safeguarding and Child Protection Policy;
2. The Staff Code of Conduct/Behaviour policy
3. Whistleblowing Policy
4. A copy of Part 1 of KCSIE September 2018
5. Annex A
6. Annex B and the role of the DSL (JCT)

Staff are trained to understand that confidentiality cannot be promised to any child giving evidence and that they need to avoid asking leading questions.

The DSL and the deputy DSL have their level 3/advanced training updated every two years. This includes inter agency working, participation in child protection case conferences, supporting children in need, and record keeping. It also includes promoting a culture of listening to children and identifying children at risk of radicalisation.

The DSL is able to consult with the LADO and the SSCB. These partners are jointly responsible for making arrangements to work together to safeguard and promote the welfare of children, including identifying and responding to their needs.

The DSL also carries out the requirements of Part 1 of the KCSIE 2018 and ensures all staff have read and signed the Safe Working agreement.

Any member of staff may make a referral to external agencies and are able to raise concerns and feel supported in their safeguarding role. If a member of staff receives a disclosure they are trained to avoid asking leading questions and to explain that confidentiality cannot be promised.

Staff are given guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This is particularly important in one-to-one tuition in the Learning Support Centre, peripatetic music lessons, sports coaching, or any member of staff conveying a pupil by car. (See Danes Hill's Staff Handbook, Staff Code of Conduct and E-Safety policy and Whistleblowing Policy)

Every effort is made through the ICT Policy to keep children safe and equip them with the skills and awareness they need in respect of computer usage. The HM publication. 'What to do if you suspect a child is being abused' is accessible to all staff on the intranet.

The PSHEE curriculum includes teaching materials and guidance for teachers to ensure children of all ages are taught about safeguarding. This includes internet safety (see E-Safeguarding Policy.)

Key staff have received training in safe recruitment procedures. This is updated every five years.

Staff are not permitted to use mobile phones, mobile devices or personal cameras to photograph children at any time

Visiting Speakers are suitably and appropriately supervised. (Prevent Duty). They are never left alone with children and will wear identification badges at all times.

All visiting speakers will be recorded on the SCR and the member of staff who has invited them takes action to ensure they are suitable, for instance by undertaking an internet search.

RECOGNISING THE SIGNS

Teachers are the only professionals who have daily contact with children and are in a position to notice changes in behaviour or other outward signs. These may be evidence of abuse. The word may is emphasised, because it is of crucial importance that teachers do not read into a child's behaviour 'evidence' that may not signify abuse at all but is instead the result of some other, possibly innocent, factor. However the following behaviours can, with other indicators, point to the possibility or likelihood of abuse:

- persistent tiredness/sleepiness
- sudden switches in mood or behaviour
- regression to more immature behaviour

- excessive nervousness
- attention-seeking behaviour
- deterioration of school work
- reluctance to participate in physical education, games, swimming or other activities that involve changing clothes or physical exposure
- running away from lessons/school or reluctance to go home at the end of the day
- poor school attendance
- inappropriate conduct towards, or relationships with, peers and/or adults, for example demonstrations of sexual precocity that cannot easily be explained by normal, natural curiosity
- compulsive stealing.

Obviously no child will demonstrate all these signs simultaneously and none of them – individually or in combination – conclusively suggests child abuse.

TYPES OF ABUSE

Physical Abuse

Children, particularly young children, frequently have accidents which result in minor or major physical injury and therefore it is often difficult to judge whether an injury is genuinely accidental, or non-accidental and therefore suggestive of abuse. In the case of a genuine accident, the parents will almost invariably be willing to discuss it openly with the child's teacher, as will the child. Suspicions will be aroused when the parents are reluctant to discuss the injury at all, or when the explanations differ in significant detail or are inconsistent with the severity of the injury. If the account of the cause of such injuries is not convincing then teachers are justified in suspecting the possibility of non-accidental injury:

- multiple bruising and/or bizarre markings on the skin
- multiple bruising at different stages of resolution
- bruising and/or lacerations around the mouth
- finger and thumb marks on the face or body
- marks of bruising which seem to have been caused by adult bites
- black eyes(particularly when both are affected)
- cigarette burns and other burns or scalds

Any suspicions of physical abuse may be intensified if the following factors are present:

- reports of earlier abuse or other children in the care of the same parents/carer
- failure by the parent or responsible adult to mention previous injuries
- a history of unexplained or inadequately explained injuries
- explanations of the cause of the injury which are contradictory and/or implausible
- delay in seeking medical or other help which would clearly have been appropriate
- refusal by the parent or responsible adult to allow the injury and/or its circumstances to be investigated further.

Other indicators manifesting themselves at school which will alert the possibility of abuse:

- in very young children, an inexplicable, persistent failure to thrive
- poor relationships between with peers, including an inability to make friends
- consistent inability to concentrate, leading to identifiable learning difficulties
- disobedience, attention-seeking, restless or aimless behaviour
- regular avoidance of school medical examinations.

Sexual abuse:

Sexual abuse is largely hidden and can be difficult to uncover. It can take place on-line, and technology can be used to facilitate off-line abuse.

Disabled children can be particularly vulnerable to sexual abuse.

Sexually abused children can suffer a range of psychological and emotional problems especially if the abuse is never uncovered.

Sometimes the only chance of uncovering sexual abuse is when a child makes a disclosure and many victims wait years before telling anybody about their abuse.

Signs that may point with varying degrees of certainty, to the possibility of sexual abuse include:

- sudden changes of mood
- regressive behaviour e.g. a sudden onset / persistence of bed-wetting out of age
- lack of trust in adults, including, particularly, any marked fear of men
- hints of sexual activity in a child's conversation, play or drawings - this may include unusually graphic sexual additions to book illustrations, or sexually explicit graffiti in exercise books or elsewhere
- excessive preoccupation with sexual matters including:
 - a) precocious knowledge or apparent experience of adult sexual behaviour
 - b) repeated episodes of sexual play with peers, particularly beyond childish curiosity
 - c) persistent, obsessive sexual self-stimulation
 - d) sexually provocative behaviour which is age inappropriate.

The sexual abuse of children by other children is a specific safeguarding issue in education.

Female Genital Mutilation (FGM) is also recognised and treated as a serious forms of child sexual abuse and immediate referral to children's services and the police would take place by the DSL if there were any suspicions by any adult in the school that this had occurred, or was going to occur in the future. From October 2015 this will be mandatory and teachers must report to the police cases where they have discovered that an act of FGM appears to have been carried out. They will consider and discuss such a case with the DSL and involve children's social care as appropriate. *(See Appendix 1)*

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

The school acknowledges that we all have a responsibility to be vigilant to the possible existence of any of these serious risks concerning our pupils or their families. All staff at Danes Hill School have a specific safeguarding duty under the Counter-Terrorism and Security Act March 2015, to have due regard to the need to prevent people being drawn into terrorism under the Prevent duty, and to work where relevant with the local Channel panel. It is also the duty of everyone to protect and identify those pupils who may be vulnerable to radicalisation and to identify behaviour which, if it gives cause for concern, should be reported to the DSL in the first instance, or to the police and local Channel panel. The school policy does not require that parents or pupils are consulted if there are concerns relating to radicalisation or that their consent is required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

- See *Safeguarding Advice – Pupils who may be vulnerable to Extremism*.

Emotional Abuse:

This is the persistent emotional ill treatment of a child such as to cause severe adverse effects on the child's development. It may involve conveying to a child that they are worthless or unloved, inadequate or undervalued. Some signs of this type of abuse include a child self-harming, running away from home or displaying high levels of anxiety or unhappiness.

Neglect

This is the persistent failure to meet a child's basic physical and/or psychological needs.

Indicators of neglect include stealing money or food, lacking medical or dental care when needed, wearing inappropriate clothing for the weather conditions and clothes which are consistently dirty.

In the event of abuse by one or more pupils against another pupil the matter is taken very seriously and immediately dealt with by the Headmaster and Head of Pastoral Care. Parents are contacted and asked to report to the Head. Advice from the LSCB might also be sought.

Children Missing Education

A child going missing from an education setting is a potential indicator of abuse and neglect. In the event of a missing child, the school (headmaster or DSL) will inform the *LEA, particularly where a child is removed due to home education, a family moving away and the whereabouts of the next school is unknown, being medically unfit to attend, being in custody or being permanently excluded.

Tracking Officer: * susan.strank@surreycc.gov.uk

Looked After Children

The governing body will appoint a member of staff to promote the educational achievement of children who are looked after and this person will be appropriately trained. They will have the skills, knowledge and understanding necessary to ensure that looked after children are

safe. Appropriate staff will also have the information they need in relation to a child's looked after legal status. The DSL will be given details by the member of staff responsible, of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Bullying

A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases, the school reports its concerns to the local authority social care department. (Further information is contained in the school's Anti Bullying Policy.)

We keep a record of known bullying incidents.

Allegations of Abuse made against other children (Peer-to-Peer abuse and allegations)

Staff are aware that children are capable of abusing their peers. As a school we firmly believe that abuse is abuse and will never be tolerated or passed off as 'banter' or 'part of growing up', or 'just having a laugh'. Peer on peer abuse can manifest itself in many ways. Such behaviour will be dealt with immediately and allegations will be fully investigated by the deputy headmaster and the DSL. Staff are also aware that different gender issues can occur, such as girls being sexually touched or assaulted or boys being subject to initiation type violence. If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, action will be taken immediately. Any such suspicion of abuse is reported immediately to Surrey Children's Services. All children involved, whether victim or perpetrator, are treated as being 'at risk'.

The different forms peer on peer abuse can take are:

Sexting

Physical abuse

Sexual violence and sexual harassment

Initiation/hazing type violence and rituals

The school minimises the risk of allegations against other pupils by providing the following:

- PHSEE as part of the curriculum
- An effective system for pupils to raise concerns with staff, including daily tutor periods and form periods, where children are encouraged to share any concerns they may have
- A robust risk assessments for pupils that are identified as posing a potential risk
- Duty staff at all break times and during changing sessions for games/swimming/PE/sports matches, both home and away

Sexting (or Youth Produced Sexual Imagery)

In the event of a sexting incident, staff are instructed not to look at the contents, move or download the contents or take any action other than to inform the Headmaster, Deputy Head and Designated Safeguarding Lead immediately. They will contact the Surrey Police

Child Protection Unit, who will take appropriate action. This process is designed to safeguard any children involved.

(Advice about sexting in schools is available from UKCCIS, the UK Council for Child Internet Safety.)

Sexual Violence and Sexual Harassment between children in school (Advice from the Department for Education December 2017) and KCSIE 2018

Sexual violence and sexual harassment are not acceptable, will never be tolerated, and are **not** an inevitable part of growing up. It can occur between children of any age. It is recognised that girls are more likely to be victims and boys perpetrators, and that those with learning difficulties and those who identify as part of the LGBT community, may be particularly vulnerable.

When there has been a report of sexual violence, the designated safeguarding lead (or the deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the school.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and putting adequate measures in place to protect them and keep them safe.

Staff, including new staff, are trained to make a report of child on child sexual violence and sexual harassment.

Supporting the Victim and the Alleged Perpetrator

The needs and wishes of the victim are paramount and, wherever possible, they should be able to continue their normal routine. Support is tailored on a case-by-case basis.

The support offered can include:

- CAMHS
- Rape Crisis Centres
- Children and Young People's Independent Sexual Violence Advisors
- Internet Watch Foundation.

An alleged perpetrator may potentially have unmet needs and may pose a risk to other children.

Advice will be taken from children's social care, specialist sexual violence services and the police.

If the alleged perpetrator transfers to another school, the DSL takes responsibility for transferring the child protection file and makes the new school aware of any ongoing support needs.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation

The definition of child sexual exploitation is as follows:

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 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 sexual abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18, 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 non-contact 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 (through others copying videos or images they have created and posting on social media, for example);
- Can be perpetrated by individuals, 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.

It is important to note that:

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Children rarely self-report child sexual exploitation, so it is important that all are aware of the potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school;

- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

If any adult has a concern about child sexual exploitation, they must contact the DSL, who will liaise with the CEOP (Child Exploitation and Online Protection) team, children's social services and if necessary, contact the NSPCC for advice.

EARLY HELP

We must be alert to the potential need for Early Help for a child who has:

Special educational Needs, whether they have an EHC (education, health and care plan or not.)

All staff are aware that children with Special Educational Needs or Disabilities and/or perceived differences are more susceptible to being bullied/victims of child abuse and can face additional safeguarding challenges. Staff are aware also that additional barriers can exist when recognising abuse and neglect in this group. This can include;

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing signs; and
- Communication barriers and difficulties in overcoming these barriers.

Danes Hill School recognises that children who are bereaved, abused or have witnessed emotional turmoil or violence may feel helpless, humiliated, lack self worth and have some sense of blame. We aim to address challenging behaviour through the support given in Tutor groups/circle time and, in cases of serious concern, the DSL arranges for an external counsellor to help the pupil and family.

Where there is a safeguarding concern, the school ensures that the children's wishes and feelings are taken into account. Systems are in place for children to express their views and give feedback (see Pastoral Care Policy).

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological, sexual or financial abuse, by those aged 16 or older. It involves the use of power and control by one person over another.

Where children live in a home and witness domestic abuse this can have a serious impact on both their physical and emotional welfare. The DSL will contact MASH if a concern is raised by the child, a member of staff, or any other person.

Online Safety (See Danes Hill School's E-Safety Policy).

Pupils are taught in IT lessons and PSHEE the importance of online safety and how to deal with cyberbullying. Staff and children are trained regularly by Childnet.

The E-Safety officer is the DSL.

Privately fostered children

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 or 18 and under if the child is disabled.

Children looked after by the LA are not considered to be privately fostered.

All staff must inform the DSL if they become aware a pupil may be in a private fostering arrangement. The DSL will then inform Surrey MASH.

Child criminal exploitation: county lines

This is a form of harm that is a typical feature of county lines activity: gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas. County lines exploitation can affect any child under the age of 18 and any vulnerable adult over 18. It can involve force and can involve violence or threats of violence.

In the event a child is or was missing and may have been trafficked for the purpose of transferring drugs, a referral will be made by the DSL to the national crime agency human-trafficking

Radicalisation

The school acknowledges that we all have a responsibility to be vigilant to the possible existence of any of these serious risks concerning our pupils or their families. All staff at Danes Hill School have a specific safeguarding duty under the Counter-Terrorism and Security Act March 2015, to have due regard to the need to prevent people being drawn into terrorism under the Prevent duty, and to work where relevant with the local Channel panel. It is also the duty of everyone to protect and identify those pupils who may be vulnerable to radicalisation and to identify behaviour which, if it gives cause for concern, should be reported to the DSL in the first instance, or to the police and local Channel panel. The school policy does not require that parents or pupils are consulted if there are concerns relating to

radicalisation or that their consent is required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

- See *Safeguarding Advice below – Pupils who may be vulnerable to Extremism*.

INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

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

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

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

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

6. Indicators of vulnerability include:

Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is

triggered by personal experience of racism or discrimination or aspects of Government policy;

Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

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

8. More critical risk factors could include:

Being in contact with extremist recruiters;

Accessing violent extremist websites, especially those with a social networking element;

Possessing or accessing violent extremist literature;

Using extremist narratives and a global ideology to explain personal disadvantage;

Justifying the use of violence to solve societal issues;

Joining or seeking to join extremist organisations; and

Significant changes to appearance and / or behaviour;

Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.
[Local Prevent and Channel contact details:](#)

Should a member of staff have a concern that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headmaster or the DSL. They should then follow the normal safeguarding procedures.

If the matter is urgent then Surrey Police must be contacted by dialling 999

In non-urgent cases, contact Lee Sawkins (Prevent Coordinator) Surrey Police

Phone: 101 extension 309 Mobile: 07967 986388

Email: Lee.Sawkins@surrey.pnn.police.uk

Safe Recruitment

Danes Hill School operates safe recruitment procedures including DBS checks and compliance with the Independent Schools Standards Regulations when making appointments for any member of staff on site. The child protection procedures at school apply to all staff employed by other organisations who work with our children off site (for example field trips, sports coaching). (See 'Staff Recruitment Policy')

The requirement to report to the DBS (DBS- telephone number is 0300 123 1111, PO Box 181 Darlington DL1 9FA) within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children is undertaken by the Bursar.

The school will consider making a referral to the National College for Teaching and Leadership if a teacher is dismissed or would have been dismissed if they had not resigned and a prohibition order may be considered appropriate. The reasons such an order may be considered are- 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction, at any time, for a relevant offence'. If a referral has been made to the DBS, the school does not make a referral to the TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, a separate consideration is given to TRA referral.

Ceasing to use a person's services refers to and includes: dismissal; non-renewal of a fixed term contract or no longer engaging or refusing to engage a supply teacher provided by an employment agency, or terminating the placement of a student teacher/trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Reports include as much evidence as possible about the circumstances of the case. Failure to make a report is an offence. 'Compromise agreements' do not apply in this connection, or where an individual refuses to cooperate with an investigation. The school has an obligation to respond to requests from the DBS for information it may hold.

All staff are made aware of their responsibility to report to the Headmaster if they believe a member of staff is harming or using unacceptable behaviour towards any pupil (see Whistle blowing policy.) Information may come to light about behaviour out of school which could indicate a breach of acceptable professional conduct. Pupils, their parents or carers who report to a member of staff an incident of abuse or harm by another member of staff, volunteer, the Head or anyone working on the premises will be listened to and taken seriously. The concern or allegation will then be reported to the Headmaster and staff are aware that they must not attempt to investigate the allegation but provide a written report of what has been said. The Headmaster or DSL informs the LADO in cases of serious concern. The Head also contacts the police from the outset if there is a case of serious harm.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8am to 8pm Monday to Friday and Email: help@nspcc.org.uk)

If the allegation concerned the Head, the Chair of Governors would be immediately contacted without notifying the Head.

The school will not, however, take any action that may jeopardise a police investigation or attempt to investigate the allegations of abuse. The Head and designated person will not make their own decision over what appears to be borderline cases. The LADO is contacted in such a situation.

Immediate contact is made with the LADO to discuss an allegation and to consider the nature, content and context of the allegation and agree a course of action which may include contacting the police. Discussions are recorded in writing, and communication with both the individual and the parents of the child/children agreed. The school will consider carefully

whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The views of the LADO will be given due weight when a decision is made about suspension.

Procedures are applied with common sense and judgement.

Allegations found to be malicious are removed from personnel records.

Records are kept of all other allegations but any that are not substantiated, are unfounded, or malicious, will not be referred to in employees' references.

Contact Information

SSCB Surrey Child Protection procedures are available at www.surreycc.gov.uk/safeguarding

The Early Help Partnership Service will assist the college, supporting enquires and the Lead Professional on 0208 541 9282 further information at www.surreycc.gov.uk/earlyhelp

The Surrey Family Information Service is a free internet telephone and outreach service providing information and advice to parents of children 0-19, and young people up to 25 years where they have a disability or special educational needs

The Multi Agency Safeguarding Hub MASH responds to initial enquiries regarding children and young people where police have been involved with the child or their family. Children's Service social workers and police officers based at Guildford police station can be contacted on **0300 470 9100**

The Pupil Tracking Officer will be notified where any child is removed from the college and the whereabouts of their next school is unknown susan.strank@surreycc.gov.uk or contact through 0300 200 1006

Should any deficiencies or weaknesses in the child protection arrangements come to light they will be remedied without delay by the designated safeguarding lead (JCT).

Further advice on child protection is available from:

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

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

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

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

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

Appendix 1

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) and Child Sexual Exploitation are also recognised and treated as serious forms of child sexual abuse and immediate referral to children's services and the police would take place by the DSL if there were any suspicions by any adult in the school that either of these had occurred, or were going to occur in the future.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Our duty is to report immediately any concerns.

What is FGM?

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

4 types of procedure:

Type 1: Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl

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

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure

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1 February 2013

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