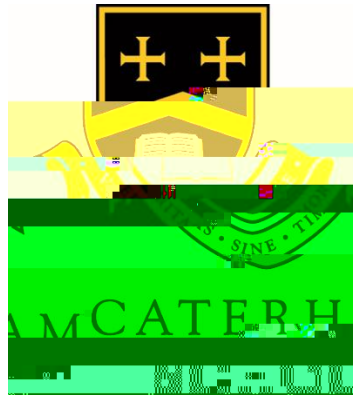


Safeguarding Policy



Policy Author:

Louise Fahey, Assistant Head & DSL
Rebecca Mbore, Prep Deputy Head & DSL
Joanna Cole, Pre-Prep Head & DSL
Daniel Gabriele, Principal Deputy Head

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Annual Review by Trustees

Last review: November 2023

Next review: October 2024

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School Purpose Statement

Caterham School is one of the leading co-educational schools in the country. We are committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and well-

Safeguarding Statement - 'Safeguarding is everyone's business'

- [Working Together to Safeguard Children 2023](#)
- [Keeping Children Safe in Education 2024 \(KCSIE\)](#)
https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e88/Keeping_children_safe_in_education_2024.pdf
- [After-school clubs, community activities and tuition: safeguarding guidance for providers \(updated Sept 23\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
https://assets.publishing.service.gov.uk/media/65d62b02188d770011038855/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible.pdf
- [Disqualification under the Childcare Act 2006 \(updated 2019\)](#)
- [FGMA Act 2003 Mandatory Reporting Guidance 2020](#)
- ['What to do if you are worried a child is being abused' 2015](#)
- [Teacher Standards 2011](#)
- [Information Sharing: advice for practitioners providing safeguarding services 2024](#)
https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf
- [The Equality Act 2010](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Relationships Education, Relationships and Sex Education and Health Education \(RSHE\) \(DfE, 2019, updated](#)

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Equalities Statement

With regards to safeguarding we will meet our duties under the [Equality Act 2010](#) General duties include to eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010

We aim to advance equality of opportunity between people who share a protected characteristic and people who do not share it, as well as to foster good relations across all protected char

We recognise that our School may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm. We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

- We will promote a caring consistent, safe and positive environment within the School.
- We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.
- We will ensure children are taught to understand and manage risk through the School's

emergency services, road safety, pedestrian and cycle training as well as focussed work in Year 6 to prepare for transition to secondary schooling and more personal safety/independent travel. It is also recognised that effective education will be tailored to the specific needs and vulnerabilities

- Our lettings arrangements will seek to ensure the suitability of adults working with children on school sites at any time and ensure that any groups who use the school premises have child protection policies and procedures in place.

Community users organising activities for children are aware of the School's Safeguarding Policy, guidelines and procedures

- All staff will be given a copy of Part 1 and Annex B of Keeping Children Safe in Education 2024 and will sign to say they have read and understood it. This applies to the Trustee Body in relation to Part 2 of the same guidance.

7 - Roles and Responsibilities

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All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Maintain an attitude of 'it could happen here' with regards to safeguarding
- Understand that safeguarding is everyone's responsibility.
- Provide a safe environment in which children can learn.
- Maintain a "zero-tolerance" approach to sexual violence and sexual harassment.
- Read and understand Part 1 of KCSIE 2024. Those working directly with children will also read Annex B.
- Know who the DSL and Deputy DSLs are and know how to contact them
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the School whom they can approach if they are worried or have concerns
- Ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has

- Have an awareness of the role of the DSL, the School's Safeguarding Policy, Behaviour Policy (pupils), the Staff Code of Conduct, Online Safety Policy and KCSIE Part 1 and procedures relating to the safeguarding response for children who go missing from education.

Be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers

- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Assist the Trustee Body and Headmaster in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

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- Refer cases where a crime may have been committed to the Police as required. NB: NPCC- [When to call the police](#) should help DSLs understand when they should consider calling the Police and what to expect when they do.
- Liaise with the case manager and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Follow DfE and KCSIE guidance, 'Child on Child Abuse', when a concern is raised that there is an allegation of a pupil abusing another pupil within the School.
- When there has been a report of sexual violence, make an immediate risk and needs assessment. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the

- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Work with the Headmaster and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at the school.
Keep detailed, accurate records (either written or using the Caterham Holistic Information Portal, CHIP, which meets the standard of appropriate secure online software). These records will include all concerns about a child even if there is no need to make an immediate referral, as well as the rationale for decisions made and action taken.
- Ensure that an indication of the existence of the additional child protection file is marked on the pupil school file record.
- Ensure that when a pupil transfers school (including in-year), their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received. If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.
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- Ensure that where a pupil transfers school and is on a child protection plan, child in need plan or is a child

- Ensure that the Safeguarding Policy is available publicly and that parents are aware that referrals about suspected harm, exploitation and abuse will be made and the role of the School in this
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and leadership staff.
- Establish and maintain links with the SSCP to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements

- The child's wishes and feelings are considered when determining what action to take and what services to provide.

- A member of the senior management team has been appointed by the Trustee Body as the Designated Safeguarding Lead who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- That on appointment, the DSL and deputy(ies) undertake interagency training (SSCP Foundation Modules 1&2) and also initially undertake DSL 'New to Role' with 'Refresher' training every two years as well as attending DSL network events, to refresh knowledge and skills
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through the Wellbeing eairiRngpveh ba ed ng

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

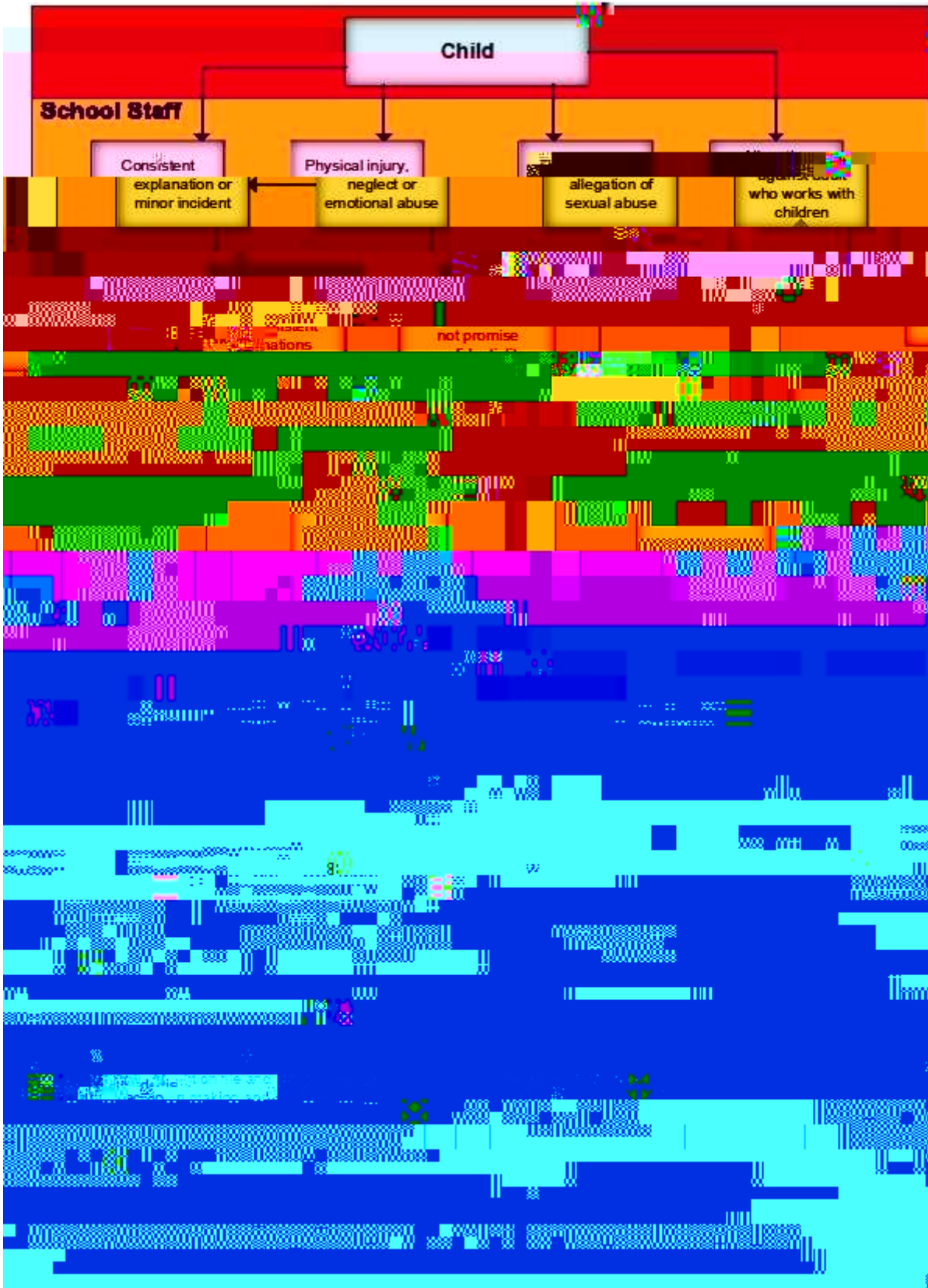
All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

9 - Child Protection Procedures

The following procedures apply to all staff working in the School and will be covered by training to enable

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10- Dealing with disclosures

5.11.1

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

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

All staff should know who the DSL is and who to approach if the DSL is unavailable.

5.11.2

All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol - for example, were they the only adult on school premises at the time and have concerns about sending a child home.

5.11.3

5.11.3.1

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable, where possible using the child's words

5.11.3.2

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'It must have taken a lot of courage to share this'

5.11.3.3

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

5.11.3.4

- Share concerns with the DSL immediately

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

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

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

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

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

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Headmaster or the Safeguarding Trustee of the School and/or may contact the C-SPA .

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

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

11 – Safeguarding concerns and allegations against adults who work with children

Procedure`

This procedure should be used in all cases in which it is alleged a member of staff including supply staff or volunteer in a school, or another adult who works with children has

including inappropriate contact outside of work, and does not meet the threshold of the harms test (an action which may cause harm or pose a risk of harm to a child) or is otherwise not considered serious enough to consider a referral to the LADO.

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with children on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

These low-level concerns may form part of a wider pattern and

- When a low-level concern has been raised by a third party, the Headmaster will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses
- The Headmaster will record in writing reports of low-level concerns, including details of the concern, the context in which it arose and action taken.
- The name of the person reporting will be noted and wishes to remain anonymous will be respected as far as is reasonably possible.
- Records of low-level concerns will be reviewed so that potential patterns of concerning problematic or inappropriate behaviour can be identified and responded to.
- Where a pattern of behaviour is identified, the School will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.
- The School will consider if any wider cultural issues in school have enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.
- The rationale for all decisions and actions taken will be recorded.

Below offers clarity on the structure we use to report allegations and concerns, demonstrating where low-level concerns 'sit'.

Concerns around teaching standards and the academic performance of colleagues should be raised in the first instance through the Head of Department, Deputy Head (Director of Studies) or Principal Deputy Head

Allegations against staff are defined in KCSIE and should be reported to the Headmaster (or the

The threshold for dealing with an issue of pupil behaviour or bullying under the Safeguarding Policy is subject to Surrey protocols when there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm'. Any such abuse will be referred to local agencies. In the event of disclosures about child-on-child abuse all children involved, whether perpetrator or victim, are treated as being 'at risk'.

In cases where a pupil or pupils are at risk, risk assessments will be carried out and inform next steps.

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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 find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional wellbeing. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and that they will be supported and kept safe.

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

pornography, grooming enticing children to engage in extremism or sexual behaviour and face to face meetings

Pupils may also be distressed or harmed by accessing inappropriate or extreme content such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.

The School will follow the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers

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

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

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The School takes all reasonable steps to safeguard pupils online through appropriate Filtering and Monitoring systems, following the guidance in Filtering and Monitoring Standards for Schools and Colleges (2023) which can be found [_____](#).

The DSL will work closely with the Senior Leadership Team, IT Department and named Trustee to ensure that systems are robust, effective and reviewed according to the guidance. Outcomes are recorded and inform reviews of the Safeguarding Policy, Online Safety policies, training curriculum opportunities

pupils. This expectation extends to school trips. Pupils are not permitted to bring in devices, including watches, which have access to the internet.

The Government published guidance to all schools in February 2024 prohibiting the use of mobile phones during the school day.

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

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

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

- The incident may involve an adult.
- There is 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 images or videos suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The images or videos involve sexual acts
- The images or videos involve anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headmaster, to respond to the incident without referral to the C-SPA or the Police.

20– Radicalisation, Extremism and Terrorism, including the Prevent Duty and Channel (see Appendix 5 for indicators of vulnerability)

[The Prevent Duty for England and Wales \(2023\)](#) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces

Radicalisation refers to the process by which a person legitimises support for terrorism and extremist ideologies associated with terrorist groups

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

Some children are at risk of being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

The School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

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

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 DSL making a Prevent referral.

The DSL should report concerns that a child may be at risk of radicalisation or involvement in terrorism use the [Prevent referral form](#) to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 07795 043842 to speak to the Prevent Supervisor for Surrey. The DfE has also set up a dedicated telephone helpline for staff and Trustees to raise concerns around Prevent (0800 0113764)

7\UbbY is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be e bEis s c er

school or school to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: [Channel guidance](#).

School staff receive training to help identify early signs of radicalisation and extremism

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the School follows the [DfE advice Promoting Fundamental British Values through SVSC \(spiritual, moral, social and cultural education\) in Schools \(2014\)](#).

The Trustees, the Headmaster and the Designated Safeguarding Lead will assess the level of risk within the School and put actions in place to reduce that risk. Risk assessment may include [due diligence checks for external speakers and private hire of facilities](#), the anti-bullying policy and other issues specific to the School's profile, community and philosophy.

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

Further information and a list of such indicators can be found at [Managing risk of radicalisation in your education setting](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting) <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting>

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

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

21 - Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Children

The School is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey settings. The system ensures that when the police are called to

In most cases school 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 social care will be the lead agency for these children and the DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances

26 - Child Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

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CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes

by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The school includes the risks of sexual exploitation in the Wellbeing Curriculum (which includes the PHSEE

modern slavery, the support available to victims and how to refer them to the NRMs available in the [Modern Slavery Statutory Guidance](#); the link also offers guidance on how to identify and support victims

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

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

A request for support to the C-SPA will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. The DSL will contact the C-SPA. If there is concern about a child's immediate safety, the Police will be contacted on 999.

27 - Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGMA Act (2003). It is a form of child abuse and violence against women.

Whilst U`ghUZ should speak to the Designated Safeguarding Lead (or their deputy) with regard to any concerns about female genital mutilation (FGM), there [is a specific legal duty on teachers which requires them to report to the police 'known' cases of FGM in under 18s](#), identified in the course of their professional work.

A teacher must not transfer to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which indicate that an act of FGM has taken place, the teacher must report this to the police immediately. The teacher should also inform the Designated Safeguarding Lead (DSL) immediately.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. In addition, since February 2023, it is also a crime to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding unofficial 'marriages' as well as legal marriages.

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

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 020 7008 0151.

29 – So-called 'Honour' -based Abuse (HBA)

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

Honour based abuse might be committed against people who:

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

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

30 - One Chance Rule

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

The School is aware that if the victim is not offered support following disclosure that the 'One Chance'

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

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

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

32 - Looked After Children and Previously Looked After Children

The School will:

- Enter pupils on the admissions register on the first day on which the School has agreed, or has been notified, that the pupil will attend the School.
- Notify the Local Authority within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new pupil.
- Monitor each child's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves the School.
- The School will notify the Local Authority when they are about to remove a child's name from the School Register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.
- Where parents notify the School, in writing of their intention to electively home educate the School will forward a copy of the letter to the Surrey County Council Inclusion Team. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the School will not remove the child from roll and will notify the Inclusion Team at the earliest opportunity.

34 - Pupils Missing Out on Education

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

- The School will gain consent (if required in statute) from parents to put in place alternative provision and/or a reduced or modified timetable.
- The School will ensure that parents (and the Local Authority where the child has an Education Health Care Plan (EHCP)) are given clear information about alternative provision placements and reduced or modified timetables why, when, where, and how they will be reviewed.
- The School will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it.
- The School will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child. The School continues to be responsible for the safeguarding of that pupil. The School will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.
- The School will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.
- The school leadership will report to trustees any formal direction of a pupil to alternative provision to improve behaviour;
- The school leadership will report to Trustees information regarding the use and effectiveness of the use of alternative provision and modified timetables, as well as any formal direction of a child to alternative provision to improve behaviour.

35 - School Attendance and Behaviour

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

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

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

36 - Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force

the School. Staff can call: 0800 028 0285 – line is available from 800AM to 800PM Monday to Friday and Email: help@nspcc.org.uk.

Whistleblowing regarding the Headmaster should be made to the Chair of Trustees whose contact details are on page 6 of this policy.

38 After school clubs, community activities and tuition

School facilities and premises are used by or let to external groups during the holidays. Oversight of this is held by Julie Lynn, Commercial Manager, and Patrick Timmouth, the Assistant Commercial Manager. Both are trained to DSL level, but in the case of any concerns or allegations that arise they would follow the procedures set out in [After-school clubs, community activities and tuition: safeguarding guidance for providers \(updated Sept 23\)](#), KCSIE 2024 and this Safeguarding Policy, alerting the School DSL, Principal Deputy Head and Headmaster as appropriate.

39 – Further Safeguarding Advice: links to useful

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Appendix 1- Indicators of Physical Abuse

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

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

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

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- Multiple bruising or bruises and scratches (especially on the head and face)
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Appendix 3 – Indicators of Sexual Abuse

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

Sexual exploitation is seen as a separate category of sexual abuse (further information about CSE is available on pages 45-46).

Characteristics of child sexual abuse:

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

Appendix 4 – Indicators of Neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

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

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

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

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The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it: don't keep it to yourself.

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

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

Physical indicators of neglect:

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Appendix 6 - Brook sexual behaviours traffic light tool, age 0 - 5

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

K \Uh]gU[fYyb \WU]ci f3 K \Uh]gUb'Ua Wf' \WU]ci f3

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

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

K \UhWb'nci 'Xc3

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

; fYyb \WU]ci fg

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

Appendix 7 - Brook Sexual Behaviours age 5 to 9 and 9 to 13'

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

Appendix 9– Sexual Violence

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

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

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

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of the School. 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