



Belmont School
Safeguarding-Child Protection Policy including EYFS

This School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Safeguarding-Child Protection Policy and procedures in place. All staff (including supply staff, peripatetic teachers, volunteers and Governors) must ensure that they are aware of these procedures.

Key Contacts:	
Designated Safeguarding Lead (DSL):	Rachel Eastment (Deputy Head, Pastoral) reastment@belmont-school.org
Designated Safeguarding Deputies:	Carol-Anne Drage (Prep School) cdrage@belmont-school.org Kate Ward (Early Years) kward@belmont-school.org John Stevens (Online Safety) jstevens@belmont-school.org
Governor with responsibility for Safeguarding and Child Protection:	Taryn Timperlake ttimperlake@belmont-school.org
Headmistress	Helen Skrine hskrine@belmont-school.org
Chair of Governors	Andrew Baker chair@belmont-school.org
Surrey Children’s Single Point of Access (C-SPA)	Tel: 0300 470 9100 (Out of Hours - 01483 517898) cspa@surreycc.gov.uk
Local Authority Designated Officer (LADO):	0300 123 1650 LADO@surreycc.gov.uk
In an emergency where the safety of a child, young person or adult is at immediate risk, dial 999	

This policy has been written with due regard to the following:

Statutory guidance:

- “Keeping Children Safe in Education” DfE September 2020 - **all staff must read Part 1 of Keeping Children Safe In Education (KCSIE)**”
- Disqualification under the Childcare Act 2006 (August 2018);
- “Working Together to Safeguard Children”(“WT”) HM Government July 2018;
- “Regulatory Activity (Children)” - supervision of activity with children which is regulated activity when unsupervised (DfE December 2013)
- “Prevent Duty Guidance: for England and Wales” Home Office July 2015

Non statutory guidance:

- “What to do if you are worried a child is being abused” HM Government March 2015
- Information Sharing (July 2018)
- “The Prevent Duty” - Departmental Advice for Schools and Childminders (DfE June 2015)
- “The use of social media for on-line radicalisation” July 2015

1. Introduction

- 1.1 Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.2 The purpose of this policy is to inform staff¹, governors and parents about the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.
- 1.3 The Board of Governors takes seriously its responsibility to safeguard and promote the welfare of children in its care; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support children who are, or who may be, suffering harm.
- 1.4 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting children from harm, and that the child's welfare is our paramount concern.
- 1.5 All staff members believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.6 Staff members working with children are advised to maintain an attitude of 'it could happen to a child we know' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

This School will:

- 1.7 support the child's development in ways that will foster security, confidence and independence;
- 1.8 provide an environment in which our pupils feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to;
- 1.9 provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children;
- 1.10 emphasise the need for good levels of communication between all members of staff, and create a culture that enables issues about safeguarding and promoting the welfare of our pupils to be addressed;
- 1.11 have and regularly review a structured procedure within the school that will be followed in cases of suspected abuse;
- 1.12 develop and promote effective working relationships with other agencies, especially Surrey Police and Social Care directly and through multi-agency organisations such as Surrey Safeguarding Children Partnership (SSCP) and the Surrey Prevent Partnership Group;
- 1.13 ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory Barred List or DBS check (according to guidance), and a central record is kept for audit.

2. Confidentiality

- 2.1 The School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm we must contribute to inter-agency working in line with WT and share information between professionals and agencies where there are concerns.
- 2.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children

- 2.3 All staff must be aware that they cannot promise a child to keep secrets if doing so might compromise the child's safety or wellbeing.
- 2.4 The Headmistress or Designated Safeguarding Lead will disclose any child protection related information about a child to other members of staff on a need to know basis only.
- 2.5 The intention to refer to Children's Social Care will be shared with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, advice will be sought from the C-SPA.

3. Training and Responsibilities

3.1 Training

All new staff receive safeguarding and child protection training at induction. This includes being given a copy of:

- the school's Safeguarding-Child Protection Policy which includes information about the role and identity of the designated safeguarding lead and deputies and the safeguarding response to children who go missing from education
- the school's Behaviour and Discipline policy
- the school's Staff Behaviour (including Code of Conduct) and Whistleblowing Policy
- the school's Acceptable Use Agreement
- Keeping Children Safe in Education Part One and Annex A (September 2020)

All staff receive regular child protection training during termly INSET programmes and have access to an online platform where courses on specific safeguarding issues such as PREVENT, CSE, FGM and peer-on-peer abuse can be accessed.

3.2 Staff responsibilities

All staff have an important role to play in supporting vulnerable children and identifying concerns early and providing help. To achieve this they will:

- 3.2.1 establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- 3.2.2 actively plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe, including when online;
- 3.2.3 ensure that children know that there are adults in the school whom they can approach if they are worried about any problems;
- 3.2.4 identify those children whose behaviour suggests that they be experiencing a mental health problem or be at risk of developing one, remembering that only appropriately trained professionals will attempt to make a diagnosis of a mental health problem;
- 3.2.5 be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;
- 3.2.6 be aware of the signs of abuse and maintain an attitude of "it could happen here" with regards to child protection;
- 3.2.7 know what to do if a child tells them they are being abused or neglected. Know how and where to record their concerns and report these to the Designated Safeguarding Lead as soon as possible;
- 3.2.8 if a child is in immediate danger, know how to refer the matter to the Multi-Agency Partnership (MAP) and/or the Police immediately;
- 3.2.9 provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan;
- 3.2.10 notify the Designated Safeguarding Lead of any child on a Child in Need or Child Protection Plan who has an unexplained absence;

- 3.2.11 must have read and understood Part 1 of Keeping Children Safe in Education September 2020, including Annex A, and be alert to signs of abuse and know to whom they should report any concerns or suspicions;
- 3.2.12 participate in safeguarding training as part of their induction;
- 3.2.13 receive safeguarding and child protection updates as required but at least annually, to provide them with relevant skills and knowledge to safeguard children;
- 3.2.14 ensure that they know who the Designated and Deputy Safeguarding Leads are and how to contact them;
- 3.2.15 be aware of the Early Help process and understand their role in it. This includes identifying problems and working effectively with other agencies that provide support to pupils;
- 3.2.16 be aware of the lasting impact on a child's mental health, behaviour and education that can occur when a child has suffered abuse and neglect, or other potentially traumatic adverse childhood experiences;
- 3.2.17 refer to the Headmistress if they have concerns about another member of staff;
- 3.2.18 where the concerns are about the Headmistress, this should be referred to the Chair of Governors.

3.3 Governor Responsibilities

All members of the Board of Governors understand and fulfil their responsibilities, namely to ensure that:

- 3.3.1 there is a Safeguarding-Child Protection policy together with a staff behaviour policy (code of conduct);
- 3.3.2 child protection, safeguarding, recruitment and managing allegations policies and procedures, including the Staff Behaviour (including code of conduct) policy, are consistent with Surrey Safeguarding Children Partnership (SSCP) and statutory requirements, are reviewed annually and that the Safeguarding-Child Protection policy is publicly available on the school website or by other means;
- 3.3.3 all staff including temporary staff and volunteers are provided with the School's Safeguarding-Child protection policy and Staff Behaviour (including code of conduct) policy;
- 3.3.4 all staff have read Keeping Children Safe in Education (2020) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance;
- 3.3.5 the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
- 3.3.6 the school has procedures for dealing with allegations of abuse against staff (including the Headmistress), volunteers and against other children and that a referral is made to the DBS/TRA if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
- 3.3.7 a member of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headmistress;
- 3.3.8 a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- 3.3.9 on appointment, the DSL and any deputies undertake interagency training (SSCP Foundation Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years;
- 3.3.10 all other staff have safeguarding training updated as appropriate;
- 3.3.11 at least one member of the governing body has completed safer recruitment training to be repeated every five years;

- 3.3.12 children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and relationships and sex education (RSE);
- 3.3.13 appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- 3.3.14 appropriate online filtering and monitoring systems are in place;
- 3.3.15 enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors;
- 3.3.16 any weaknesses in Child Protection are remedied immediately.

3.4 Headmistress Responsibilities

The Headmistress will ensure that:

- 3.4.1 the Safeguarding-Child Protection Policy and procedures are implemented and followed by all staff;
- 3.4.2 sufficient time, training, support, resources, including cover arrangements where necessary, are allocated to the DSL and deputy DSLs to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- 3.4.3 where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- 3.4.4 systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- 3.4.5 all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- 3.4.6 that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- 3.4.7 they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- 3.4.8 anyone who has harmed or may pose a risk to a child is referred to the DBS/TRA.

3.5 Designated Safeguarding Lead (DSL) Responsibilities

The Designated Safeguarding Lead:

- 3.5.1 holds ultimate responsibility for safeguarding and child protection in the school;
- 3.5.2 acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- 3.5.3 encourages a culture of listening to children and taking account of their wishes and feelings;
- 3.5.4 is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- 3.5.5 will refer a child if there are concerns about possible abuse, to the Children's Single Point of Access (C-SPA), and act as a focal point for staff to discuss concerns. Requests for support should be made securely by email to cspa@surreycc.gov.uk using the [Request for Support Form](#). Urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line);
- 3.5.6 will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- 3.5.7 will ensure that all such records are kept confidential, stored securely and are separate from pupil records;

- 3.5.8 will ensure that an indication of the existence of the additional file in 3.4.7 above is marked on the pupil records;
- 3.5.9 will ensure that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil and ensuring secure transit) and that confirmation of receipt is obtained;
- 3.5.10 will ensure that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be shredded;
- 3.5.11 will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- 3.5.12 has a working knowledge of SSC procedures and understands the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements;
- 3.5.13 will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- 3.5.14 will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team;
- 3.5.15 will ensure that all staff sign to say they have read, understood and agree to work within the School's Safeguarding-Child Protection policy, Staff behaviour (including code of conduct) policy and Keeping Children Safe in Education (2020) Part 1 and annex A and ensure that the policies are used appropriately;
- 3.5.16 will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keeping a record of attendance and address any absences;
- 3.5.17 has an understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate;
- 3.5.18 will ensure that the name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

The Deputy Designated Safeguarding Leads are trained in the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputies will assume all of the functions above.

4. What is child abuse and neglect?

- 4.1 Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- 4.2 Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendix 1.
- 4.3 Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- 4.4 There are also a number of specific safeguarding concerns that we recognise our pupils may experience;
 - child missing from education (see Appendix 2 para 1)
 - child missing from home or care
 - child sexual exploitation (CSE) (see Appendix 2 para 2)
 - bullying including cyberbullying (see Appendix 2 para 3)
 - domestic abuse (see Appendix 2 para 4)
 - drugs

- fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM) (see Appendix 2 para 5)
 - forced marriage (see Appendix 2 para 6)
 - gangs and youth violence
 - honour-based abuse (see Appendix 2 para 7)
 - one chance rule (see Appendix 2 para 8)
 - mental health (see Appendix 2 para 9)
 - private fostering
 - radicalisation (see Appendix 2 para 10)
 - youth produced sexual imagery (sexting) (see Appendix 2 para 11)
 - teenage relationship abuse
 - trafficking
 - peer on peer/child on child abuse (see Appendix 2 para 12)
 - child on child sexual violence and sexual harassment (see Appendix 2 para 13)
 - upskirting
- 4.5 Staff are aware that safeguarding issues can manifest themselves via peer on peer/child on child abuse.
- 4.6 We also recognise that children with SEN and disabilities can face additional safeguarding challenges and expect all staff to recognise and challenge where appropriate;
- assumptions that can be made that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and not identified as potential signs of abuse;
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as peer-on-peer/child on child abuse including bullying, without showing any signs;
 - the communication barriers for some children with SEN and disabilities.

5. Handling concerns

- 5.1 If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on the School's Daybook. They may also discuss their concerns in person with the DSL but the details of the concern should be recorded in writing.
- 5.2 There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- 5.3 Belmont School recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred.
- 5.4 In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- 5.5 Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.
- 5.6 If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

6. If a pupil discloses to a member of staff

- 6.1 We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- 6.2 During their conversation with the pupil staff will:

- listen to what the child has to say and allow them to speak freely and let them know that they will have to pass the information on;
 - remain calm and not overact or act shocked or disgusted;
 - reassure the child that it is not their fault and that they have done the right thing in telling someone;
 - take what the child is disclosing seriously;
 - ask open questions and avoid asking leading questions;
 - avoid jumping to conclusions, speculation or make accusations;
 - tell the child what will happen next.
- 6.3 The member of staff should write up their conversation as soon as possible and within 24 hours of the occurrence. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

7. Notifying Parents

- 7.1 The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
- 7.2 However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

8. Making a referral

- 8.1 Concerns about a child or a disclosure should be discussed with the DSL who will, [using the SSCP Levels of Need](#), decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral will be made to the C-SPA and the police if it is appropriate.
- 8.2 If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one has not been made they can and should consider making a referral themselves.
- 8.3 The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- 8.4 If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- 8.5 If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.
- 8.6 Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

9. If a member of staff has concerns about another staff member

- 9.1 An allegation is any information which indicates that a member of staff/volunteer may have:
- behaved in a way that has, or may have harmed a child;
 - possibly committed a criminal offence against/related to a child;
 - behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children;
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 9.2 This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.
- 9.3 To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the School's Staff Behaviour (including Code of Conduct) and Whistleblowing Policy which outlines the procedure for reporting and handling concerns.

- 9.4 In dealing with allegations or concerns against an adult, staff must:
- report any concerns about the conduct of any member of staff or volunteer to the Headteacher immediately.
 - if an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
 - there may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
 - once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO on 0300123 1650 option 3 LADO Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
 - following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.
- 9.5 In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.
- 9.6 If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2020) and the SSCP procedures.

10. Whistleblowing

- 10.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 10.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If necessary, the member of staff can speak with the Headmistress, the Chair of Governors or with the Local Authority Designated Officer.
- 10.3 Further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285.

11. Online Safety

- 11.1 The School has an Online Safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents
- 11.2 Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.
- 11.3 As part of the induction process all new staff, or governors who have been provided with access to the School's network, are issued with an acceptable use agreement/code of conduct which they are expected to sign. A copy of this is kept on file and reissued and signed annually.

12. Other Relevant Policies

- 12.1 Safeguarding permeates all activities and functions within School. This policy therefore compliments and supports a range of other policies, for instance:
- Recruitment, Selection and Disclosures
 - Health and Safety Policy
 - Behaviour and Discipline Policy
 - Anti-Bullying Policy

- Equality of Opportunity Policy and Procedure
- Trips and Visits software “Evolve”
- PSHE and Citizenship Education Policy - “Life Programme”
- Online Safety - incl. Acceptable Use Agreement/Code of Conduct
- EYFS Handbook
- Staff Behaviour (including Code of Conduct) and Whistleblowing Policy

12.2 The above list is not an exhaustive list of all our policies and safeguarding is a crucial consideration when undertaking development or planning of any kind.

Author Mrs Rachel Eastment, Deputy Head (Pastoral)

Date September 2020

Approved by Safeguarding Committee

Date 07 October 2020

Approved by Legal and Compliance Committee

Date 17 November 2020

Approved By Governing Body

Date 02 December 2020

Review due Michaelmas Term 2021

Appendix 1 - Child abuse and indicators of harm

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including Child Sexual Exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- must be regarded as indicators of the possibility of significant harm;
- justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague);
- may require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- appear frightened of the parent/s;
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- persistently avoid child health promotion services and treatment of the child's episodic illnesses;
- have unrealistic expectations of the child;
- frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment);
- be absent or misusing substances;
- persistently refuse to allow access on home visits;
- be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Physical Abuse

“A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.” (KCSIE 2020)

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury;
- several different explanations provided for an injury;
- unexplained delay in seeking treatment;
- the parents/carers are uninterested or undisturbed by an accident or injury;
- parents are absent without good reason when their child is presented for treatment;
- repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury);
- family use of different doctors and A&E departments;
- reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- any bruising to a pre-crawling or pre-walking baby;
- bruising in or around the mouth, particularly in small babies which may indicate force feeding;
- two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
- variation in colour possibly indicating injuries caused at different times;
- the outline of an object used e.g. belt marks, hand prints or a hair brush;
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- bruising around the face;
- grasp marks on small children;
- bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);

- linear burns from hot metal rods or electrical fire elements;
- burns of uniform depth over a large area;
- scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks);
- old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type;
- there are associated old fractures;
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- there is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Emotional Abuse

“The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.” (KCSIE 2020)

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- developmental delay;

- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment;
- indiscriminate attachment or failure to attach;
- aggressive behaviour towards others;
- scapegoated within the family;
- frozen watchfulness, particularly in pre-school children;
- low self-esteem and lack of confidence;
- withdrawn or seen as a “loner” - difficulty relating to others.

Sexual Abuse

“..involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.”(KCSIE 2020)

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- inappropriate sexualised conduct;
- sexually explicit behaviour, play or conversation, inappropriate to the child’s age;
- continual and inappropriate or excessive masturbation;
- self-harm (including eating disorder), self-mutilation and suicide attempts;
- involvement in prostitution or indiscriminate choice of sexual partners;
- an anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- pain or itching of genital area;
- blood on underclothes;
- pregnancy in a younger girl where the identity of the father is not disclosed;
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Neglect

“The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.” (KCSIE 2020)

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care;
- a child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- failure of child to grow within normal expected pattern, with accompanying weight loss;
- child thrives away from home environment;
- child frequently absent from school;
- child left with adults who are intoxicated or violent;
- child abandoned or left alone for excessive periods.

Appendix 2 - Specific safeguarding issues

1. Child missing from education

- 1.1 Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
- 1.2 The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'⁵.
- 1.3 Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

2. Child sexual exploitation (CSE)

- 2.1 Staff should refer to Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' (2017)² for comprehensive guidance on Child Sexual Exploitation.
- 2.2 The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or school;
- regular school absence/truancy;
- underage sexual activity;
- inappropriate sexual or sexualised behaviour;
- sexually risky behaviour, 'swapping' sex;
- repeat sexually transmitted infections;
- in girls, repeat pregnancy, abortions, miscarriage;
- receiving unexplained gifts or gifts from unknown sources;
- having multiple mobile phones and worrying about losing contact via mobile;
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images;
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
- changes in the way they dress;
- going to hotels or other unusual locations to meet friends;
- seen at known places of concern;
- moving around the country, appearing in new towns or cities, not knowing where they are;
- getting in/out of different cars driven by unknown adults;
- having older boyfriends or girlfriends;
- contact with known perpetrators;
- involved in abusive relationships, intimidated and fearful of certain people or situations;
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- associating with other young people involved in sexual exploitation;
- recruiting other young people to exploitative situations;
- truancy, exclusion, disengagement with school, opting out of education altogether;
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- mood swings, volatile behaviour, emotional distress;

⁵ <https://www.gov.uk/government/publications/children-missing-education>

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- drug or alcohol misuse;
- getting involved in crime;
- police involvement, police records;
- involved in gangs, gang fights, gang membership;
- injuries from physical assault, physical restraint, sexual assault.

3. Bullying including cyber bullying

- 3.1 Our School's Anti-Bullying policy is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the Board of Governors. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.
- 3.2 When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headmistress and the DSL will also consider implementing child protection procedures.
- 3.3 The subject of bullying is addressed at regular intervals in PSHE education.

4. Domestic abuse

- 4.1 Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- 4.2 We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- 4.3 Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- 4.4 Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.
- 4.5 Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.
- 4.6 All staff can talk through any concerns relating to domestic abuse by calling the Surrey Domestic Abuse Helpline on 01483 776822.
- 4.7 The School is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day morning the DSL is notified of all domestic abuse incidents that have occurred in the previous 24 hours which involved a pupil at this school (72 hours on a Monday morning). This allows us to provide the right support at the right time for our pupils who are experiencing domestic abuse.

5. Female genital mutilation (FGM)

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

duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police⁶.

- 5.2 The duty applies to all persons in Belmont School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.
- 5.3 If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
- 5.4 School staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported as per Belmont School's Safeguarding-Child Protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
- 5.5 Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- 5.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

6. Forced marriage

- 6.1 A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- 6.2 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.
- 6.3 A forced marriage is not the same as an arranged marriage which is common in several 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.
- 6.4 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 fmufco.gov.uk

7. Honour-based abuse

- 7.1 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 violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- 7.2 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.
- 7.3 It is a violation of human rights and may be a form of domestic and/or sexual abuse.

⁶ <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

8. One chance rule

- 8.1 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 pupil who is a potential victim and have just 'one chance' to save a life.
- 8.2 Belmont School are aware that if the victim is not offered support following disclosure that the 'one chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

9. Mental health

- 9.1 Children who are mentally healthy have the ability to:
- develop psychologically, emotionally, intellectually and spiritually;
 - initiate, develop and sustain mutually satisfying personal relationships;
 - use and enjoy solitude;
 - become aware of others and empathise with them;
 - play and learn;
 - develop a sense of right and wrong; and
 - resolve (face) problems and setbacks and learn from them.
- 9.2 Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children and young people could be described as experiencing mental health problems or disorders. Mental health professionals have defined these as:
- emotional disorders, e.g. phobias, anxiety states and depression;
 - conduct disorders, e.g. stealing, defiance, fire-setting, aggression and anti-social behaviour;
 - hyperkinetic disorders, e.g. disturbance of activity and attention;
 - developmental disorders, e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
 - attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers; and other mental health problems include eating disorders, habit disorders, post-traumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic depressive disorder.
- 9.3 Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders.

10. Radicalisation Extremism and Terrorism

- 10.1 The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.
- 10.2 Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- 10.3 Terrorism is an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system. The use of threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 10.4 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.

- 10.5 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 terrorism⁷.
- 10.6 The School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 10.7 School staff receive training to help identify early signs of radicalisation and extremism.
- 10.8 Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture.
- 10.9 The Board of Governors, the Headmistress and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk.
- 10.10 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the [Prevent referral process](#) and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.
- 10.11 The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264); counter.extremism@education.gsi.gov.uk

11. Youth produced sexual imagery

- 11.1 The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.
- 11.2 Youth produced sexual imagery refers to both images and videos where:
- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
 - a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
 - a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- 11.3 All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'⁸.
- 11.4 Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.
- 11.5 If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.
- 11.6 The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if

⁷ <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

⁸

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS__4_.pdf

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.

- 11.7 Immediate referral at the initial review stage should be made to Children's Social Care/Police if:
- the incident involves an adult;
 - there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
 - what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
 - the imagery involves sexual acts;
 - the imagery involves anyone aged 12 or under;
 - there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- 11.8 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 Headmistress, to respond to the incident without referral to the C-SPA or the Police.
- 11.9 In applying judgement the DSL will consider if:
- there is a significant age difference between the sender/receiver;
 - there is any coercion or encouragement beyond the sender/receiver;
 - the imagery was shared and received with the knowledge of the child in the imagery;
 - the child is more vulnerable than usual i.e. at risk;
 - there is a significant impact on the children involved;
 - the image is of a severe or extreme nature;
 - the child involved understands consent;
 - the situation is isolated or if the image been more widely distributed;
 - there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
 - the children have been involved in incidents relating to youth produced imagery before.
- 11.10 If any of these circumstances are present the situation will be escalated according to our child protection procedures, including referral to the MASH or the Police.
- 11.11 The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

12. Peer on peer/child on child abuse

- 12.1 Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include:
- bullying (including cyberbullying);
 - sexual violence and sexual harassment;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexting;
 - initiating/hazing type violence and rituals.
- 12.2 In most instances, the conduct of pupils towards each other will be covered by our Behaviour and Discipline policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'.
- 12.3 The School aims to reduce the likelihood of peer on peer abuse through:
- the established ethos of respect, friendship, courtesy and kindness;
 - high expectations of behaviour;
 - clear consequences for unacceptable behaviour;
 - providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;

- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
 - robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.
- 12.4 Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, the School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
- 12.5 Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from C-SPA and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.
- 12.6 Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

13. Child on child sexual violence and sexual harassment

- 13.1 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.
- 13.2 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
- 13.3 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEN and disabilities and LGBT children are at greater risk.

Appendix 3 Use of Mobile Phones and Cameras

a) Extract from Staff Handbook Section D page 6:

Staff should be mindful of safeguarding children and also of protecting themselves in respect of mobile telephone usage.

Mobile phones should not be used in front of pupils and where practicable they should be kept in the staff room. Personal calls on a mobile phone may be made in the staff room or in the classroom during a break time when children are not present.

Private mobile phones must not be used to take photos of the children or record the children. School iPads and cameras are available for staff to use for recording or taking photographs.

The School's policy on **Taking, Storing and Using Images of Pupils** provides further details and guidance.

Staff may keep their mobile telephones switched on for emergencies when off site.

b) Extract from Boarding Parents Handbook page 11

The school policy on boarders bringing mobile phones into school is as follows:

'Year 7, 8, 9, 10 and 11 boarders may bring a mobile phone into the boarding house on any night (s) they board.

For children in Years 2-6, if you board for **two or more** nights per week, you may bring in a mobile phone.

You will not be allowed to use the phone unless you and a parent have both signed a contract first.

You must hand it in to Matron on arrival and sign it out and in when you use it (during free time only).

Appendix 4 Safe Use of Images and Film

Extract from Online Safety Policy, pages 8-9

6A) Taking of Images and Film:

6.1 With the written consent of parents (on behalf of pupils) and staff, the school permits the appropriate taking of images by staff and pupils with school equipment.

6.2 Staff are not permitted to use personal digital equipment, such as mobile phones and cameras, to record images of pupils unless using school owned storage devices, e.g. SD cards. This includes when on educational visits.

6.3 Pupils are not permitted to use personal digital equipment, including mobile phones and cameras, to record images of pupils, staff and others without advance permission.

6.4 Pupils and staff must have permission from the Headmistress before any image can be uploaded for publication.

6B) Consent of Adults Who Work at the School

6.5 Permission to use images of all staff who work at the school is sought on induction and the consent form is located in the personnel file.

6C) Publishing Pupils' Images and Work

6.6 On a child's entry to the school, all parents/carers, as part of the Parental Contract, are asked to give permission to use their child's photos or images.

6.7 Pupils' names will not be published alongside their image and vice versa. E-mail and postal addresses of pupils will not be published. Pupils' full names will not be published.

6D) Storage of Images

6.8 Images/films of children are stored on the school's network and secure cloud-based server.

6.9 Rights of access to this material are restricted to the teaching staff and pupils within the confines of the school network or other online school resource.

6.10 Staff have the responsibility of deleting the images when they are no longer required.

6E) Webcams and Closed Circuit Television (CCTV)

6.11 The school uses CCTV for security and safety. Notification of CCTV use is displayed at the front of the school.

6.12 We do not use publicly accessible webcams in school.

6.13 Webcams in school are only ever used for specific learning purposes.

6.14 Misuse of the webcam by any member of the school community will result in sanctions (as listed under the 'inappropriate materials' section of this document).

6F) Video Conferencing and Use of Skype

6.15 Pupils may only take part in video conferencing or use Skype under the supervision of a member of staff.