Safeguarding and Child Protection Policy – Queen Eleanor's C of E Junior School

Date Revised: **May 2022**

Review Date: **August 2022**

To come into effect from 1st September 2021

This policy is prescribed by The Good Shepherd Trust and is statutory. All references to 'the Trust', includes all Trust schools and subsidiary organisations.

Academies Office, Larch Avenue, Guildford, Surrey GU1 1JY

A multi-academy trust for schools in the Church of England Diocese of Guildford

(a charity exempt from registration and a company limited by guarantee no. 8366199)

This document is based on guidance from Keeping Children Safe in Education (KCSIE) 2021 and Working Together to Safeguard Children 2018. If the Government re-issues this guidance during the 21/22 period, please ensure your policy is compliant with any changes.

KCSIE highlights the importance of frontline staff in developing the school's policy. As part of the review process, we strongly recommend that those who are working with your children have a say in the development of your policy and that this can be evidenced.

Trust DSL:	Amanda Johnston
Designated Safeguarding Lead localised:	Mrs Jo Davies (Headteacher)
Local Committee Adopted:	1st September 2021
Status & Review Cycle:	Statutory Annual
Next Review Date:	1st September 2022

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Safeguarding Statement 2021 – "Safeguarding is Everyone's Responsibility"

The Good Shepherd Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

Safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. All systems, processes and policies operate with the best interests of the child at their heart.

The purpose of this policy is to provide staff, volunteers and local committee members with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Key Personnel

Designated Safeguarding Lead (DSL) is: Mrs Jo Davies (Headteacher)

Contact details: dsl@queen-eleanors.surrey.sch.uk or 01483 561323

Deputy DSL(s) are: Mrs Karen Curtin (Assistant Headteacher), Mrs Rocio Barnes (HSLW), Mr Gary Papworth (SLT/Class Teacher). Mrs Naomi Strickland (SENCO) – on Maternity Leave from May 2022
Contact details: dsl@queen-eleanors.surrey.sch.uk or 01483 561323

The Headteacher is: Mrs Jo Davies (Head Teacher)
Contact details: dsl@queen-eleanors.surrey.sch.uk or 01483 561323

To raise concerns out of hours/out of term: Mrs Jo Davies (Headteacher)
Contact details: dsl@queen-eleanors.surrey.sch.uk

The Trust DSL is: Miss Amanda Johnston
Contact details: Amanda.Johnston@goodshepherdtrust.org.uk

The Chair of Trustee Directors is: Dianna Gwilliams
Contact details: Chair@goodshepherdtrust.org.uk

The nominated Safeguarding Trustee Director is: Mr Simon Walker

Contact details: simon.walker@goodshepherdtrust.org.uk

The local committee Chair is: Mrs Claire Stennett
Contact details: stennettc@queen-eleanors.surrey.sch.uk

The local committee safeguarding champion is: Mrs Alexa Robertson
Contact details: robertsona@queen-eleanors.surrey.sch.uk

Further details about safeguarding arrangements can be found here:
Trust - https://www.goodshepherdtrust.org.uk/912/safeguarding
School - https://www.queen-eleanors.surrey.sch.uk/page/?title=Safeguarding+and+Pastoral+care&pid=14

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

DSL is a designated safeguarding lead. See Annex C of KCSiE 2021 for their broad role description. The DSL holds the ultimate lead responsibility for safeguarding and child protection.

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

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

Child(ren) includes everyone under the age of 18. On the whole, this will apply to pupils of our school/college; however, the policy will extend to visiting children and students from other establishments.

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

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

MAP refers to the Surrey Multi-Agency Partnership.

C-SPA refers to the Children's Single Point of Access

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. Education and Training (Welfare of Children) Act 2021 – Covers 16-19 academies and further education apprenticeships and technical education.

The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2021 (KCSIE), and Surrey Safeguarding Children Partnership (SSCP) Procedures.

As the Governing Body, the Trustee Directors take seriously their responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our school/college to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

This policy applies to all members of staff, volunteers and those involved in the governance of the school/college.

Guidance and documents referred to in this policy

- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2021 (KCSIE)
- Disqualification under the Childcare Act 2006 (updated 2019)
- FGM Act 2003 Mandatory Reporting Guidance 2020
- 'What to do if you are worried a child is being abused' 2015
- Teacher Standards 2011
- Headteachers' Standards 2020
- Information Sharing Advice for Practitioners' guidance 2018
- The Equality Act 2010
- Sexual violence and sexual harassment between children in schools and colleges

• SCC Safeguarding Children Missing Education (CME) and Educated Other Than at School (EOTaS) – available on Services for Schools Portal

Policy Principles and Values

- That safeguarding is everyone's responsibility
- At all times you should consider what is in the best interest of the child
- Maintain an attitude of "It could happen here"
- Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
- All children have a right to be protected from harm and abuse.
- All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- Whilst the school/college will work openly with parents as far as possible, it reserves the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.

Policy Aims

- To demonstrate the school/colleges commitment with regard to safeguarding and child protection to children, parents and other partners.
- To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- To enable the school/college to effectively contribute to Early Help, assessments of need and support for those children.
- To provide robust school/college systems and procedures that are followed by all members of the school/college community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

- To ensure that all staff working within our school/college who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE 2021 guidance), and a single central record is kept for audit.

- We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

Supporting Children

Our school/college will support all children:

We recognise that our school/college 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, safe, and positive environment within the school/college.
- We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school/college community.
- We will ensure children are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship, Sex and Health Education (RSHE) and through all aspects of school/college life, including staying safe online.
- We will respond sympathetically to any requests for time out to deal with distress and/or anxiety.
- We will offer details of helplines, counselling, or other avenues of external support.
- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- We will notify Social Care without delay if there is an immediate risk of significant harm.
- We will provide continuing support to children about whom there have been concerns who leave the school/college by ensuring that information is shared confidentially with the child's new setting. We will ensure the school/college records are forwarded as a matter of priority and within statutory timescales.

Prevention / Protection

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

The school/college will:

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk, and are always listened to.

- Include regular consultations with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they feel safe in the setting.

- Ensure that all children know they can access a trained adult in the school/college whom they can approach if they are worried or in difficulty.

- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, accessing emergency services, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school.

- Ensure all staff are aware of Trust guidance for their use of mobile devices and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Safe School/College, Safe Staff

We will ensure that:

- The school/college operates safer recruitment procedures in line with KCSIE 2021 and that it includes statutory checks on the suitability of staff and volunteers to work with children.

- All staff receive information about the school/college's safeguarding arrangements, the safeguarding response to children who go missing in education Child Protection and Safeguarding Policy Safeguarding Policy, Allegations of Abuse Against Adults Policy, Whistleblowing Policy, Behaviour and Anti-Bullying Policy/ies, Staff Behaviour (Code of Conduct), Information about the role of the DSL and their deputy(ies) and Keeping Children Safe in Education Part One and Annex B.

- All staff receive safeguarding and child protection training at induction in line with advice from the Trust, which is regularly updated and that they receive safeguarding and child protection updates as required, but at least annually.

- All members of staff are trained in and receive regular updates in online safety and reporting concerns.

- All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.

- All staff and those involved in governance have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

- The Child Protection Policy is made available via the school/college website and that parents/carers are made aware of this policy.

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it on the school website.

- We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.

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

- Community users organising activities for children are aware of the school/college's Child Protection Policy, guidelines, and procedures.

- The name of the designated members of staff for child protection, the DSL and deputy(ies), are clearly advertised in the school/college entrance.

- All staff will be given a copy of Part One and Annex B of Keeping Children Safe in Education 2021 and will undertake an online quiz to demonstrate their understanding. Trustee Directors and local committee members will be given a copy of Part Two and Annex B of the same document, to read and understand.

All Staff:

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

- Provide a safe environment in which children can learn.
- 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/college who they can approach if they are worried or have concerns.
- All staff are 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.
- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Child Protection Policy and procedures.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training to be aware of and alert to the signs of abuse and neglect.
- Maintain an attitude of “It could happen here” with regards to safeguarding.
- Understand that safeguarding is “everyone’s responsibility”.
- Know how to respond to a child who discloses harm or abuse following training of ‘Working together to Safeguard Children’, and ‘What to do if you are worried a child is being Abused’ (2015).
- Record their concerns on CPOMS if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to the Children’s Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

- Follow the Allegations of Abuse Against Adults Policy if the disclosure is an allegation against an adult working or volunteering in the school.

- Report low-level concerns (as defined in KCSIE 2021) about any member of staff/supply staff, contractor or volunteer to the Headteacher.

- Follow procedures set out by the Trust and SSCP and take account of guidance issued by the Department for Education to safeguard children.

- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.

- Treat information with confidentiality but never promise to “keep a secret”.

- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence on the first day of their absence.

- Understand Early Help and be prepared to identify and support children who may benefit from Early Help.

- Will identify children who may benefit from Early Help, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school/college’s pastoral support process or an Early Help Assessment). In some circumstances it may be appropriate for a member of school/college staff to act as the lead professional in Early Help cases.

- Liaise with other agencies that support children and provide Early Help.

- Know who the DSL and Deputy DSL are and know how to contact them.

- Have an awareness of the role of the DSL, the school/college’s Child Protection Policy, Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.

- Be mindful that the Teacher Standards states that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- Assist the Trust and Headteacher/Principal in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

The Headteacher:

In addition to the role and responsibilities of all staff the Headteacher/Principal will ensure that:

- The school/college fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.

- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.

- That the school/college has appropriate policies in place that make it clear that sexual harassment, online sexual abuse, and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.

- That the school/college's staff have appropriate knowledge of part 5 the government's 'Keeping children safe in education' guidance.

- That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. And that comprehensive records of all allegations are kept in CPOMS.

- All staff are aware of the role of the DSL, including the identity of the DSL and any deputies.

- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school/college staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.

- Opportunities are provided for a co-ordinated offer of Early Help when additional needs of children are identified.

- That Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.

- Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.

- Where there is a safeguarding concern that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.

- Child-centred systems and processes are in place for children to express their views and give feedback.

- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.

- Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

- That allegations or concerns against staff and other adults are dealt with in accordance with guidance from the Department for Education (DfE), Surrey Safeguarding Children Partnership (SSCP) and the Trust Allegations of Abuse Against Adults Policy.

- That they work with the Trust to ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

The Designated Safeguarding Lead:

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

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the school/college. This responsibility is not able to be delegated.

- Take an "It could happen here" approach to safeguarding.

- Liaise with the Trust, local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.

- Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the C-SPA, and act as a point of contact and support for school/college staff. 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).

- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and 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 01483 632982 and ask to speak to the Prevent Supervisor for Surrey. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

- 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 (LADO) for child protection concerns in cases which concern a member of staff/supply staff/contractor or a volunteer. They will refer cases where a person is dismissed or left service due to risk/harm to a child to the Trust DSL, for onward referral to the Disclosure and Barring Service and Teaching Regulation Agency, as required.

- Record "low level concerns" in cases which concern a member of staff/supply staff/contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

- Follow DfE and KCSIE guidance on 'Peer on Peer/Child on Child Abuse' when a concern is raised that there is an allegation of a child abusing another child within the school/college.

- Follow KCSIE and DfE guidance contained in Sexual violence and sexual harassment between children in schools and colleges 2021 and be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.

- 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/college hours) for staff in school/college to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school/college leadership for any out of hours/term activities. These will be published on the school website.

- Act as a source of support and expertise in carrying out safeguarding duties for the whole school/college community.

- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.

- Access training and support to ensure they have the knowledge and skills required to carry out the role, including attendance at half-termly Trust DSL network briefings. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.

- Have a secure working knowledge of SSCP procedures and understand the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.

- Have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where early help intervention is appropriate.

- Understand and support the school/college delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.

- Liaise with school/college staff (especially pastoral support, behaviour leads, school/college health colleagues and the SENDCO) on matters of safety and safeguarding and consult the SSCP Levels of Need document to inform decision making and liaison with relevant agencies.

- Be alert to the specific needs of children in need, those with Special Educational Needs and Disability (SEND) and young carers.

- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school/college; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

- Keep detailed, accurate records on CPOMS, that include all concerns about a child even if there is no need to make an immediate referral and record 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 child's main school/college file record e.g. coloured sticker.

- Ensure that when a child transfers school/college (including in-year), their child protection file is passed to the new school/college as soon as possible, and within statutory timescales (separately from the main child's file and ensuring secure transit) and that confirmation of receipt is received and retained.

- Ensure that where a child transfers school/college and is on a child protection plan or is a child looked after, their information is passed to the new school/college immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency school/colleges transition meeting if the case is complex or on-going.

- If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school/college acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.

- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.

- Report to the Headteacher/Principal any significant issues for example, use of the SSCP multi-agency escalation procedures, enquiries under section 47 of the Children Act 1989 and Police investigations.

- Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.

- Ensure that all staff sign to say they have read, understood and agree to work within the School/college's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education (KCSIE) Part One and Annex B and ensure that the policies are used effectively.

- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school/college staff, keep a record of attendance and address any absences.

- Ensure that in collaboration with the school/college leadership and governance arrangements the child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.

- Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school/college in this.

- Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

- Contribute to and provide, with the Headteacher/Principal and Chair of Trustee Directors the "Audit of Statutory Duties and Associated Responsibilities" to be submitted bieneally to the Surrey County Council, Education Safeguarding Team.

- Submit termly safeguarding data to Surrey County Council and the Trust DSL by specified dates.

- Ensure that the names of the Designated Safeguarding and Deputies, are clearly advertised, with a statement explaining the school/college's role in referring and monitoring cases of suspected abuse.

- Meet all other responsibilities as set out for DSLs in KCSIE 2021.

The Deputy Designated Safeguarding Lead(s):

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

- Be trained to the same standard as the DSL and the role is explicit in their job description.

- Provide support and capacity to the DSL in carrying out delegated activities of the DSL. However, the lead responsibility of the DSL cannot be delegated.

- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions of the DSL.

All Trustee Directors understand and fulfil their responsibilities to ensure that:

- There is a whole school/college approach to safeguarding.

- The school/college has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy (Code of Conduct), a Behaviour Policy and a response to children who go missing from education.

- Policies are consistent with SSCP and statutory requirements, are reviewed annually and that the Child Protection policy is available on the school/college website.

- The SSCP is informed in line with local requirements about the discharge of duties via the biennial safeguarding audit. A Trust audit is undertaken on the alternating year that there is no submission to Surrey.

- Safeguarding data is collated and analysed on a termly basis to identify trends and ensure the appropriate deployment of resources and training.

- The school/college operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children, by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.

- At least one member of the Trustee Directors and local committee has completed safer recruitment training.

- Staff have been trained appropriately and this is updated in line with guidance and all staff have read KCSIE (2021) Part One and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

- All staff including temporary staff/supply staff, volunteers and contractors are provided with the school/college's child protection policy and if applicable the staff behaviour policy (code of conduct).

- The Trust has an Allegations of Abuse Against Adults Policy for dealing with allegations of abuse against staff (including the Headteacher/Principal) and volunteers and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.

- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or "low level concerns" as defined in KCSIE 2021. See Allegations of Abuse Against Adults Policy.

- A nominated Trustee Director for safeguarding is identified.

- A member of the senior leadership team has been appointed by the Trustee Directors as the DSL 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 appropriate training along with 'refresher' training every two years, as well as attending other 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 personal, social, health and economic education (PSHE) and relationships, sex and health education (RSHE).

- Alongside school/college they will ensure application filters and monitoring systems are in place to safeguard children online.

- The school/college will comply with DfE and the Surrey County Council Children Missing Education requirements.

- The school/college will comply with regular data returns requested by the Local Authority, regarding all children, of statutory school/college age, attending alternative provision and/or on a reduced or modified timetable

- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.

- Enhanced DBS and Section 128 checks are in place for all those involved in governance.

- Any weaknesses in safeguarding are remedied immediately.

Confidentiality, Sharing and Withholding Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance. The school/college will refer to the guidance in the Data protection: toolkit for schools in addition to the Trust Data Protection Policy, to support school/college with data protection activity, including compliance with General Data Protection Regulation (GDPR).

Information will be shared with staff within the school/college who 'need to know'. Relevant staff have due regard to GDPR principles which allow them to share (and withhold) information.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR 2018 are not a barrier to sharing 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.

Child Protection Procedures

The following procedures apply to all staff working in the school/college and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the best interests of the child must be paramount.

All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern.

2. Report it to the DSL immediately.

3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

4. Make an accurate record (which may be used in any subsequent court proceedings) on CPOMS as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

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

5. The records must be signed and dated by the author or / equivalent on electronic based records.

6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for immediate significant harm.

Following a report of concerns the DSL must:

1. Using the SSCP Levels of Need, decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the C-SPA and the Police if it is appropriate.

2. Normally the school/college should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impede a Police investigation. The child's views should also be considered.

   If there are grounds to suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. By sending a Request for Support Form by secure email to: cspa@surreycc.gov.uk**.** If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken

3. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA to discuss concerns.

4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering early help.

5. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the Police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the Police may need to conduct a criminal investigation.

6. When a child needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

7. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for a teacher to report directly to the Police. The DSL should also be made aware.

Dealing with disclosures

All staff

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 need to pass information to other professionals to help keep the child and/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. 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, they are the only adult on the school/college premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

1. Receive

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

2. Reassure

- Reassure the child, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

3. Respond

- Respond to the child 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 child may care about him/her, and reconciliation may be possible

- Do not ask the child 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 child that it will be a senior member of staff

4. Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the 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

5. Record

- If possible, make some very brief notes at the time, and record them on CPOMS as soon as possible
- Keep your original notes in the hard copy child protection file
- Record the date, time, place, person/s 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'

6. Remember

- 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

7. Review (led by DSL)

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

What happens next?

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

If they have concerns that the disclosure has not been acted upon appropriately, they might inform the Headteacher/Principal or Trustee Director with responsibility for safeguarding and/or may contact the C-SPA.

Receiving a disclosure can be upsetting for the member of staff and school/colleges 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. Consideration should be given to the Trust's safeguarding supervision policy.

In some cases, additional support might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions. Referral to Education Support should be considered.

Safeguarding concerns and allegations against adults who work with children – referral to the Local Authority Designated Officer (LADO)

Policy

The Trust Allegations of Abuse Against Staff Policy should be used in all cases in which it is alleged a member of staff, including supply staff, volunteer in a school/college, or another adult who works with children may have:

- *behaved in a way that has harmed a child, or may have harmed a child and/or;*
- *possibly committed a criminal offence against or related to a child and/or;*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children.*

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

- Report any concerns about the conduct of any member of staff, volunteer or other adult to the Headteacher/Principal immediately.

- If an allegation is made against the Headteacher/Principal, the concerns need to be raised with the Chair of Trustee Directors as soon as possible. If the Chair of Trustee Directors is not available, then the LADO should be contacted directly.

- There may be situations when the Headteacher/Principal, CEO/Trust DSL or Chair of Trustee Directors 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/Principal, CEO/Trust DSL or Chair of Trustee Directors they will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO or 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.

In liaison with the LADO, the school/college will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the Police.

Low level concerns

The term 'low-level' concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the threshold set out in paragraph 338 of Keeping Children Safe in Education 2021.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

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

Further information on the Trust's approach to the management of low-level concerns can be found in the Allegations of Abuse Against Adults Policy and Trust Code of Conduct.

What is child abuse?

The following definitions are taken from Working Together to Safeguard Children HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Surrey Safeguarding Children Partnership Levels of Need Threshold Document.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

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

Emotional abuse

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

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

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

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

Sexual abuse

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
Neglect may occur during pregnancy as a result of maternal substance abuse.

The Neglect Risk Assessment Tool is available to provide a more detailed information regarding the assessment of neglect.

Indicators of abuse

Neglect

Neglect is a lack of 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 may 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/college staff have should be discussed with the DSL.

Emotional abuse

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

- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person – as in domestic abuse.
- Most harm is produced in low warmth, high criticism homes, not from single incidents.

Physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. 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/college.

In the context of the school/college, it is normal to ask about a noticeable injury. Concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

Sexual Abuse

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

Sexual exploitation is seen as a separate category of sexual abuse. The SSCP professional guidance provides school/college staff with information regarding indicators of CSE.

Characteristics of child sexual abuse:

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

Most people who sexually abuse children are men, but women and other children can commit sexual abuse too.

Sexual violence and sexual harassment between children in schools

Peer on Peer Abuse – Policy Framework

Additional areas for consideration can be found in the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021)

A definition of peer-on-peer abuse can be found in Paragraph 49 of Part One of Keeping Children Safe in Education 2021. All Trust staff have read Part One.
Part 5 provides more detail.

Sexual violence and sexual harassment can occur between children of any age and sex from primary through to secondary stage and into colleges. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children. In our Trust, we maintain an 'it could happen here' approach.

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

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

Policy

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

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2021) and following recommendations from the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021). KCSiE states that it is more likely that girls will be victims and boys' perpetrators, but all peer-on-peer abuse is unacceptable and will be taken seriously.

We have a zero-tolerance approach to sexual violence and sexual harassment and do not accept that it is an inevitable part of growing up. It will not be passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys". We will act as though this may be happening at our school/college, even when we receive no reports.

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

Prevention (procedures to minimise the risk)

Taking a whole school/college approach to safeguarding & child protection.

Providing training to staff.

Providing a clear set of values and standards, underpinned by the school/college's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.

Engaging with specialist support and interventions.

Responding to reports of sexual violence and sexual harassment

Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported. They should be able to safely express their views and give feedback. (KCSIE 2021)

If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools 2018 and Sharing nudes and semi-nudes 2020 guidance.

Staff taking the report will inform the DSL or the Deputy DSL immediately and must make a follow-up, factual report on CPOMS. If possible, take the report with two members of staff present.

Listen carefully, reflect back (using the child's language) being non-judgemental and not asking leading questions. Give the child your full attention.

Staff taking a report will never promise confidentiality but will provide reassurance.

Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the C-SPA securely email: **cspa@surreycc.gov.uk** or telephone 0300 470 9100, as appropriate.

Decisions on action will be made on a case-by-case basis with the DSL taking a leading role and using their professional judgement, supported by other agencies, such as C-SPA and the police, as required.

Risk Assessment

Following a report, the DSL will make an immediate risk and needs assessment that should be recorded and kept under review.

The risk assessment will consider;

- The victim, especially their protection and support.
- Whether there may have been other victims,
- The alleged perpetrator(s), their support needs and any disciplinary action.
- All other children at the school/college.
- The victim and the alleged perpetrator sharing classes and space at school/college.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school/college's approach to supporting and protecting children.

Support regarding risk assessments can be accessed from the Education Safeguarding Team – education.safeguarding@surreycc.gov.uk

Action: The DSL will consider

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options:

- Manage internally.
- Early Help intervention.
- Request for support to the C-SPA.
- Report to the Police (generally in parallel with a request for support to the C-SPA)**.**

Ongoing Response:

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

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school/college premises and on transport, where appropriate. See KCSIE pg. 106.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school/college will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school/college would seriously harm the education or welfare of the victim (and potentially themselves and other children).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school/college will, if it has not already, consider any suitable sanctions considering their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school/college, the Headteacher/Principal should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school/college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other children and adults affected will receive appropriate support and safeguards on a case-by-case basis.

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

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

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child/person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. A referral to C-SPA may be required. If a report is shown to be deliberately invented or malicious, the school/college will consider whether disciplinary action against the individual is appropriate.

Ongoing support will be provided to the victim, in accordance with their needs and wishes. Support will be tailored on a case-by-case basis.

Physical Abuse

While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

References:
DfE Keeping Children Safe in Education 2021
Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021)

Harmful Sexual Behaviour

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and once Brook training has been undertaken it can be used to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour

By categorising sexual behaviours, the school/college can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

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

Anti-Bullying/Cyberbullying

Our school/college policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. The policy can be found here: https://www.queen-eleanors.surrey.sch.uk/page/?title=Policies&pid=30

We keep a record of known bullying incidents which is shared with and analysed by the local committee. All staff are aware that children with SEND and/or differences/ perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child 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 Headteacher/Principal and the DSL will also consider child protection procedures.

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

Online Safety/Cybercrime

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

Children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, Twitter, WhatsApp, Instagram, Snapchat and Voodoo and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour involving webcam photography or face-to-face meetings.

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

Children are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school/college online safety co-ordinator is Jo Davies when she returns from maternity leave. Currently, Karen Curtin is doing this role.

Children 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 (or a deputy), 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.

Racist Incidents

Our policy on racist incidents is set out separately in our Single Equalities Policy including Objectives and our Anti Bullying Policy. We acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents. Both policies can be found here: https://www.queen-eleanors.surrey.sch.uk/page/?title=Policies&pid=30

Radicalisation, Extremism and Terrorism

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

Extremism is defined as '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.

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 or 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.

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

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

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

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture and the school/college follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The Trustee Directors, the Headteacher/Principal and the DSL will assess the level of risk within the school/college and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the school/college's profile, community and philosophy.

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

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

Indicators of vulnerability to radicalisation

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

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK.

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

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

Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child may have perceptions of injustice or a feeling of failure,
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Needs and Disability (SEND)** – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. The Department of Education guidance The Prevent Duty should be referred to.

Domestic Abuse

Domestic abuse is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and coercive 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.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

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

The school/college is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey school/colleges; where every school/college day our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at this school/college (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

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

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

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

The school/college is aware there is a clear link between regular non-attendance at school/college and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school/college and make reasonable enquiries with the child and parents to assess this risk.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

The DSL will consider the published SSCP guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the DSL identifies any level of concern the DSL should contact the C-SPA and email a Request for Support Form. If a child is in immediate danger the Police should be called on 999.

The school/college is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The school/college includes the risks of sexual exploitation in the PSHE and RSHE curriculum. Children will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

Child Criminal Exploitation (CCE) & Gangs

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

There are a number of areas in which children are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

Children can be vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

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

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/college is aware there is a clear link between regular non-attendance at school/college and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school/college 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.

Sharing Nudes and Semi Nudes

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.

Sharing Nudes/Semi-Nudes 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 if 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving making or sharing nudes/semi-nudes, they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy, or print the images.

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

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

At any point in the process if there is concern a child has been harmed or is at risk of harm a request for support should be made to the C-SPA and/or the Police as appropriate.

Immediate request for support 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 SEND).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

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

During the decision making 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 vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced sexual imagery previously.

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

The DSL will record all incidents of making, sharing and sending nudes and semi-nudes including the actions taken, rationale for actions and the outcome.

Female Genital Mutilation (FGM)

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

The duty applies to all persons in school/college who are employed or engaged to carry out 'teaching work' in the school/college, 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 DSL; 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 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 immediately.

School/college staff are trained to be aware of risk indicators of FGM.
Concerns about FGM outside of the mandatory reporting duty should be reported using the school/college's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the Police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School/college staff should never attempt to intervene directly as a school/college or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit on: 020 7008 0151 or by email: fmu@fcdo.gov.uk.

Honour-based abuse

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.

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

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

One Chance Rule

All 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/college is 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.

Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Looked After Children by the local authority or those who are placed in residential school/colleges, children's homes or hospitals are not considered to be privately fostered.

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

The school/college 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 child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.

Looked After Children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

The school/college will ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked after children will have the appropriate level of training and the relevant qualifications to equip them with the knowledge and skills to undertake their role. The designated teacher for looked after children is Mrs Naomi Strickland (SENCO) who can be contacted on senco@queen-eleanors.surrey.sch.uk or 01483 561323.

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

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

Children Missing Education

All children are entitled to an efficient, full time education which is suitable to their age, ability, aptitude, and any SEND they may have.

The school/college recognises that children missing education, can be a vital warning sign of a range of safeguarding possibilities including neglect, sexual abuse and child sexual and criminal exploitation. They are also at significant risk of underachieving, being victims of abuse and harm, exploitation, radicalisation, and not being in education, employment or training (NEET) later in life.

Where reasonably possible, the school/college will hold more than one emergency contact for each pupil/student.

The school/college will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006 (amended 2016).

When removing a child's name, the school/college will notify the Local Authority of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination school/college, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from the school/college register.
The school/college will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child's name from the school/college register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii)of The Education (Pupil Registration) (England) 2006 (amended 2016).

The school/college will:

- Enter children on the admissions register on the first day on which the school/college has agreed, or has been notified, that the child will attend the school/college.
- 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 child.
- 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/college.
- The school/college will notify the Local Authority when they are about to remove a child's name from the school/college 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 orally indicate that they intend to withdraw their child to EHE and no letter has been received, the school will not remove the child from roll and will notify the Education Inclusion Team at the earliest opportunity. If possible, a meeting will be convened with parents/carers before a final decision has been made. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.
- Where parents notify the school/college, in writing, of their intention to Electively Home Educate (EHE) the school will forward a copy of the letter to the Local Authority Education Inclusion Team when a child is taken off roll.

Pupils Missing Out on Education (PMOOE)

Most children engage positively with school/college and attend regularly. However, to flourish, some children require an alternative education provision 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/modified timetable may have additional vulnerabilities. Ofsted refer to these as Pupils Missing Out On Education (PMOOE) because they are not accessing their education in school/college in the 'usual way'.

The school/college will gain consent (if required in statute) from parents to put in place alternative provision and/or a reduced or modified timetable.

The school/college will ensure that and 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/modified timetables: why, when, where, and how they will be reviewed.

The school/college 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 child is benefitting from it.

The school/college will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child.

The school/college will comply with regular data returns requested by the Local Authority, regarding all children, of statutory school/college age, attending alternative provision and/or on a reduced/modified timetable.

The school/college leadership will report to the local committee, any formal direction of a child to alternative provision to improve behaviour.

The school/college leadership will report to the local committee information regarding the use and effectiveness of alternative provision and modified/reduced timetables.

School Attendance and Behaviour

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

The school/college recognises that absence from school/college and exclusion from school/college may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of school/college 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/college will work in partnership with Surrey Police and other partners for reporting children that go missing from the school/college site during the school/college day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

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

We recognise that sometimes touch is appropriate in the context or working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

See separate restrictive physical intervention policy which can be found here:
https://www.queen-eleanors.surrey.sch.uk/page/?title=Policies&pid=30

Whistleblowing

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

All staff, including temporary staff/supply staff and volunteers, should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school/college's safeguarding arrangements. If it becomes necessary to consult outside the school/college, they should : -

(a) Act in accordance with the Trust's Whistleblowing Policy
(b) They may use an external, independent and confidential service, such as the one provided by Protect who can be contacted on their freephone helpline number 020 3117 2520 and through their online form

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school/college. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistleblowing regarding the Headteacher/Principal should be made to the Chair of Trustee Directors, whose contact details are available at the front of this policy and on the Trust website.

Links with other school policies:

Allegations of abuse against adults
Anti-bullying
Behaviour Policy
Complaints
Single Equalities
Internet Safety
Health & Safety
Mobile Devices
Recruitment
Touch and the use of restrictive physical intervention when working with children and young people
Risk Assessments
Relationships, Sex and Health Education
Staff Behaviour Policy / Code of Conduct
Substance Misuse Policy
Whistleblowing

Additional Resources

- Trust Safeguarding webpage
- Queen Eleanor's Safeguarding page on website
- Surrey County Council Education Safeguarding Team webpages
- NSPCC webpages
- Childline webpages
- CEOP ThinkuKnow webpages
- Anti Bullying Alliance webpages
- Childnet International
- Safer Internet Centre webpages
- Contextual Safeguarding Network webpages
- Surrey Safeguarding Children Partnership webpages
- Lucy Faithfull Foundation webpages