



St George's

WEYBRIDGE

**SAFEGUARDING POLICY
INCLUDING EYFS**

Contents Page

1. Introduction	Page 2
2. Staff Training and Induction	Page 5
3. Safer Working Practices	Page 8
4. Managing Concerns & Allegations	Page 11
5. Types and Signs of Abuse	Page 17
6. Radicalisation & Prevent	Page 21
7. Appendices	
A. Further Information, including the index for KCSIE Annex B	Page 22
B. DfE Advice on Searching, Screening, Confiscating	Page 25
C. Self-Referral Form	Page 26
D. DSL Job Description	Page 27

Reviewed: August 2021

Next review: August 2022

Related policies: Behaviour Management, Staff Code of Conduct, Whistle-blowing, Anti-bullying, Health and Safety, PSHE, Administration of medicines, Substance Abuse, Sex and Relationships Education, Acceptable use of ICT, Risk Assessment, Recruitment and Selection, Lettings, Intimate Care, Missing Child, School visits, Special Educational Needs and Disabilities, Supervision

Author: Deputy Head Pastoral

Policy number: 7a

1. Introduction

1.1. Key Staff

Governors' Committee Responsible: Full Governing body

Governor Lead: Catherine Burnham

Designated Safeguarding Lead College: Sally Hall, Deputy Head Pastoral

Designated Safeguarding Lead Junior School: Iain Turner, Deputy Head Pastoral

Designated Safeguarding Lead EYFS: Jackie Midmore, Deputy Head Lower Years

Chair of Governors: John Lewin

1.2. Key Contact Details

Sally Hall: shall@stgeorgesweybridge.com Tel 01932 839304

Iain Turner: iturner@stgeorgesweybridge.com Tel 01932 839428

Jackie Midmore: jmidmore@stgeorgesweybridge.com Tel 01932 839407

Catherine Burnham: CBurnham.gov@stgeorgesweybridge.com

John Lewin: Jlewin.gov@stgeorgesweybridge.com

Surrey Children's Single Point of Access (SPA) [formerly known as MASH]: 9am to 5pm

Monday to Friday: Telephone: 0300 470 9100 Email: csmash@surreycc.gov.uk

Outside hours emergency duty team: 01483 517898.

A Schools and Early Years Child Protection Consultation Line is also available via the SPA.

1.3. What is safeguarding?

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
- Taking action to enable all children to have the best outcomes
- Children includes everyone under the age of 18
- Where a child is suffering significant harm, or is likely to do so, action must be taken to protect the child. Action must also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

1.4. Policy Development & Statutory Requirements

- 1.4.1. This policy has been developed in accordance with 'Keeping Children Safe in Education' September 2021 which incorporates 'Disqualification under the Childcare Act 2006' and 'What to do if you're worried a child is being abused' (March 2015); 'Working Together to Safeguard Children' (September 2018) and 'Prevent Duty: Guidance for England and Wales' (July 2015), supplemented by 'The Prevent duty: Departmental advise for schools and childminders (June 2015) 'The use of social media for on-line radicalisation' (July 2015) and 'Sexual violence and sexual harassment between children in schools and colleges' (Sept 2021).

- 1.4.2. The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 and Part Two of KCSIE Sept 2021 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. The Governing body will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- 1.4.3. We recognise that Safeguarding is the responsibility of everyone; all staff, including temporary and casual staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. In order to fulfil this responsibility effectively, all professionals will make sure their approach is child-centred. This means that they will consider, at all times, what is in the best interests of the child. If staff, volunteers or governors have a concern they should immediately inform the DSL. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. **Anyone can therefore make a referral to Social Care, ie. Surrey Safeguarding Childrens' Partnership.** See Section 4 for more information.
- 1.4.4. All staff believe that our school will provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- 1.4.5. We will teach children about safeguarding, including online safety.
- 1.4.6. Where there is a safeguarding concern, St George's Weybridge should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

1.5. The aims of this policy are:

- 1.5.1. To support the child's development in ways that will foster security, confidence and independence.
- 1.5.2. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

- 1.5.3. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices A and B).
- 1.5.4. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.5.5. To emphasise the need for good levels of communication between all members of staff.
- 1.5.6. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.5.7. To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8. To ensure that all adults working or volunteering within our school who have regular opportunity for contact with children have been checked as to their suitability, including via verification of their identity, qualifications, and receipt of a satisfactory current DBS check (according to guidance), and a central record is kept for audit, as in line with our Recruitment, Selection and Disclosure Policy and Procedure.

1.6. Monitoring and Evaluation

Our Safeguarding and Recruitment Policies and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT/SMT discussions with children and staff
- Through Head of Year meetings
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT/SMT/ Governing Body to monitor
- Review of parental concerns and parent questionnaires

2. Staff Responsibility, Training & Induction

2.1. We will ensure that:

2.1.1. All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Safeguarding Policy together with a staff behaviour (Code of Conduct) policy.
- As a “relevant agency” St George’s will fulfil our statutory duty to co-operate with the Surrey Safeguarding Children Partnership.
- The school operates safer recruitment procedures by ensuring wherever possible that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- Supplementary advice issued by the DfE in addition to KCSIE concerning how staff can be disqualified by association with others, and explaining how the Childcare (disqualification) regulations 2006 operate, is understood. The advice applies to staff who work in EYFS and those who work with children under 8 years old in before and after school care. The supplementary advice is a reminder that we do not employ staff to work or be directly involved in management if they have been “disqualified”. Employees who work in EYFS and later years and those directly involved in the management of such provision will be informed annually of this legislation and must self-declare if this legislation applies to them or their circumstances change.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- Senior leaders have been appointed as the Designated Safeguarding Lead (DSL), Miss Sally Hall, Deputy Head, Pastoral (College) and in her absence, the Deputy DSLs are Mrs Tanya Hall, Assistant Head Pastoral (College), and Mr Jon Carr, Assistant Head: Head of Sixth Form. At the Junior School, Mr Iain Turner, Pastoral Deputy Head, is DSL and Mrs Jackie Midmore, Deputy Head Lower Years, is the DSL for the EYFS; Mrs Amanda McIlroy is Deputy DSL at the Junior School.
- On appointment, the DSLs and Deputy DSLs undertake locally agreed interagency training, updated in accordance with legislation from Surrey Safeguarding Children Partnership. In addition to their formal training, as set out above, their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments to their role.
- All other staff have Safeguarding training updated annually as in line with KCSIE 2021
- Any weaknesses in Child Protection are remedied immediately.
- A member of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head teacher.
- Child Protection policies and procedures are reviewed annually and the Child Protection Policy is available on the school website or by other means (Firefly/Dragonfly). There is an annual review undertaken by the Governing

Body as to the effectiveness and implementation of Safeguarding Policies and Practice. This is evidenced in the minutes on at least an annual basis.

- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through sex and relationship education (SRE), including keeping safe online.
- Enhanced DBS checks are in place for all Governors.

2.1.2 The DSLs are members of the Senior Leadership Team.

2.1.3. The DSLs and at least one member of the governing body will also complete Safer Recruitment Training. This will be repeated at least every 5 years.

2.1.4. DSLs are aware of the training requirements as per Annex C of KCSIE 2021.

2.1.5. All members of staff and volunteers are provided with child protection awareness information at induction, including guidance on acceptable use of ICT and social media, as well as on staff-student relations. Included in their arrival pack is the School Safeguarding Policy, the Staff Code of Conduct, KCSIE (Part 1 and Annex B), Pocket Guide to Safeguarding and the Whistleblowing Policy. All new joiners must sign to say they have read and understood the above and all staff complete an online training module on Safeguarding with a test. The pass mark is 80%. Staff induction requires staff to be provided with the school's Behaviour policy.

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

2.1.7. All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse

2.1.8. All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you're worried a child is being abused' (2015)

2.1.9. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding Policy online.

2.1.10. Our Events and Lettings Policy will seek to ensure the suitability of adults working with children on school sites at any time.

2.1.11. Procedures for third party use of facilities incorporate safeguarding due diligence; this also applies to events overseen by St George's Enterprises.

- 2.1.12. We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer. In addition, in the EYFS setting OFSTED (0300 1234666) will be informed as is reasonably practical but at least within 14 days. A referral will be made to the Teaching Regulation Agency (TRA) if a teacher is similarly dismissed or resigns in light of a substantial allegation.
- 2.1.13. **All** staff must be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy, is clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.4 Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL (or Deputy DSL) at the earliest opportunity.
- 2.5 All staff are made aware of the **early help** process, and understand their role in it. This includes identifying emerging problems (see Appendix A and Annex B of KCSIE), liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. (KCSIE 2021). **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.

- 2.6 All staff are given a copy of Part 1 and Annex B of Keeping Children Safe in Education 2021 and will sign that they have read and understood it by taking a small test and any clarification for any part can be provided by the Child Protection team. Similarly this applies to the Governing Body in relation to part 2 of the same statutory guidance.

3. Safer Working Practices

- 3.1. We will ensure that guidance for staff is provided through our staff induction programme and Safeguarding training to ensure that their behaviour and actions do not place students or themselves at risk of harm or inadvertently place themselves in a position where harm to a student could be alleged.
- 3.2. All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If in doubt about recording requirements staff will discuss with the DSL.
- 3.3. All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 3.4. Staff are asked to complete a Self-referral form (Appendix C) if they consider that they may have been in a situation, which could be misconstrued. The form is kept by the DSL. Advice on this process is given during induction.
- 3.5. All Staff will be made aware of the school's Behaviour Management policy.
- 3.6. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 3.7. Staff receive guidance as part of on-going training with regard to the conditions which may make some children more vulnerable to abuse than others, e.g. low self-esteem, anxiety, depression, disordered eating, self-harm. Such students are closely monitored by the pastoral team and a central electronic log is kept of any concerns.
- 3.8. Examples of poor practice are:
- One-to-one tuition in private behind closed doors, including music tuition and sports coaching
 - Engaging in inappropriate electronic communication with a student
 - Conveying a single student in a staff car
 - Unreasonable use of physical force to restrain a student
 - Physical contact without asking permission or in an inappropriate manner or context
 - Joining in competitively while sports coaching
 - Keeping photographic images of students at home (See IRSC document "Guidance for Safer Working Practice for Adults" 2006)
 - Not maintaining the highest personal security settings on social media

- Becoming a “friend” to a St George’s student on social media sites or communicating with a student in any way using personal devices & apps. Snap chat, Instagram etc.

For more guidance see Mobile Phone Policy.

3.9. Reasonable Force

3.9.1. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

3.9.2. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups.

3.9.3. Such events will be recorded and signed by a witness. In the EYFS all instances of physical intervention must be recorded.

3.10. Health & Safety

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

3.11. Photographic images & recordings

3.11.1. Staff may not use personal mobile devices to take photographs or recordings of students (see Staff Code of Conduct).

3.11.2. Staff may take photographs of children as part of gathering their evidence (removed EYFS as they are used in a number of areas in the school) or as a record of an event. Any such photos must be taken with school devices and kept at school until they are deleted, removed or given back to the parent. In keeping with good safeguarding practice for staff as recommended by SSCP, staff must not take such photographs home or keep them at home as a hard copy or stored on a computer. Staff may not use personal mobile phones during contact time with children. They must be turned off and left with their personal belongings away from the classrooms. Photographs taken of children must be part of planned activities and taken with school devices only.

3.11.3. A small number of parents have not given their permission for their children’s photos to be published. Staff must respect the decision of the parents and ensure they do not place such photos on the school website or any other publication without first contacting the parents.

3.12. Online Safety (see Online Safety Policy for more information)

3.12.1. Online safety for the school is the responsibility of the DSL, i.e. implementation of the Online Safety Policy.

3.12.2. We recognise that the use of technology has become a significant component of many safeguarding issues and online safety is taught within the Computing curriculum and the PSHE programme, as well as through assemblies. Child sexual exploitation; radicalisation; sexual predation – technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

3.12.2. St George's uses *Smoothwall*, a web-filtering appliance to filter and monitor online activity.

3.12.3. We will ensure that staff and students are taught about Safeguarding, including online, that online safety training for staff is integrated, aligned and considered part of the overarching safeguarding approach. KCSIE Annex D has more information on online safety, including when students are online at home.

3.13. Coronavirus, Lockdown and working from home

3.13.1. We recognise that the coronavirus pandemic and related lockdown and restrictions is likely to have had an impact on children's mental health, albeit to a greater or lesser extent and therefore extra pastoral support will be needed, both within the curriculum and on an ad hoc basis with individuals.

3.13.2. In the event that St George's College and/or St George's Junior School are closed and staff and children are working from home, we will continue to closely monitor the welfare of the children and promote their safeguarding. We will continue to liaise with external agencies and we will consider how best to support vulnerable children, such as those with EHC plans or those with a social worker. If any children are working from home for health reasons, whilst the schools are open, pastoral staff will maintain regular communication with the child and parents in order to monitor their welfare.

3.14. Prevention of harm

3.14.1. We recognise that the school 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.

3.14.2. The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have access to support.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- Ensure that all children understand how to report abuse and feel confident in doing so.
- 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 can turn for help. In particular this will include anti-bullying work, Relationships Education (Junior School) and Relationships and Sex Education (College), e-safety, road safety, and issues surrounding bereavement, self-harm and disordered eating.
- Support teachers to be able to manage behaviour effectively to ensure a good and safe educational environment.

3.14.3. Where reasonably possible, St George's will hold more than one emergency contact number for each pupil or student.

3.14.4. St George's recognises that a child going missing from education at unusual times during the academic year, i.e. mid-term, is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff are aware of the procedures for recording and reporting unauthorised absence. The Headmistress's PA (College) and Headmaster's PA (Junior School) will contact Surrey County Council with details of all students starting or leaving, by completing Surrey County Council's forms and emailing them to the CME Tracking Officer.

3.14.5. Ensure all staff are aware of the St George's Acceptable Use of ICT Policy and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

3.15. Visitors

3.15.1. All members of staff, governors, volunteers, contractors and visitors are obliged to wear a suitably colour coded St George's lanyard with identity card and staff are expected to challenge anyone not wearing one. Students at the College will report such incidents to a member of staff.

3.15.2. All visitors must sign in at Reception on arrival and must be accompanied at all times.

3.16. Alternative provision, work experience, homestays

3.16.1. In the unlikely event that a child is placed with an alternative provision provider, St George's is aware that we remain responsible for the safeguarding of that child and will ensure that the provider meets the needs of the child and has carried out the necessary safeguarding checks of individuals working at the establishment.

3.16.2. When arranging homestays for our children, St George's is aware of its responsibility to consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay and will carry out appropriate checks in advance of the homestay. During the visit, the children

will be given an emergency contact number for a member of St George's staff who can assist immediately, if the child is uncomfortable in their homestay.

4. Managing Concerns & Allegations

If staff have **any concerns** about a child's welfare, they should act on them immediately and inform the DSL.

4.1 The DSLs are responsible for:

- 4.1.1 Referring a child if there are concerns about possible abuse, to the Surrey Single Point of Access (SPA), and acting as a focal point for staff to discuss concerns. However, any member of staff may make a referral if they are concerned about a child. Referrals will be prompt and made in writing, following a telephone call, using the *Request for Support Form* (available on the Surrey SCP website). Such referrals do not require parental consent but it is better to have consent if safe and appropriate to do so. Early Help referrals, should have parental consent.
- 4.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Furthermore, staff should be aware of the principles of withholding personal information about a child if the serious harm test under the legislation is met (see the DBS definitions of this on their website). Records should include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- 4.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, or for children moving to another school or college, that records are forwarded on to the child's next school or college via secure means. In this instance, a copy of the CP file will be retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded.
- 4.1.4 Ensuring that an indication of the existence of the additional file in 4.1.3 above is marked on the pupil records.
- 4.1.5 Liaising quickly with the three safeguarding partners and other agencies and professionals, such as contributing to a coordinated offer of 'early help', coordinating the 'team around the family' (TAF) where necessary and in accordance with WT 'common assessment framework' (CAF) The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs will be met. [NPCC - When to call the police](#) should help DSLs to understand when they should consider calling the police and what to expect when they do.

See also para 4.2.7 on *Looked after children*.

- 4.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 4.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 4.1.8 Organising child protection induction, annual update training for all school staff and communication of informal updates as appropriate, or when there is new relevant information.
- 4.1.9 Providing, with the Head and Chair of Governors, and contributing to the "Audit of Statutory Duties and Associated Responsibilities" to be submitted to the Education Safeguarding Team at Surrey County Council annually.

Surrey SPA Contact details

The team of multi-agency staff will be based at Guildford Police Station, with the social care staff working 9am to 5pm Monday to Friday. The police staff in the SPA operate a 7-day service (excluding bank holidays), working 9am to 5pm Monday to Friday:

Telephone: 0300 470 9100

Email: cspa@surreycc.gov.uk

Outside these hours, contact the emergency duty team on 01483 517898.

4.2. Supporting Children

- 4.2.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- 4.2.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.2.4. In keeping with the Mission Statement of our Catholic Christian School, we will work to ensure we provide an environment that:
 - Encourages self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - Promotes a caring, safe and positive environment within the school.
 - Liaises and works together with all other support services and those agencies involved in the safeguarding of children, abiding by locally agreed interagency procedures.

- Notifies Social Care if there is a *Child in Need* and if there is a significant concern or there is a child suffering or likely to suffer significant harm. [Surrey SCB provides guidance on the threshold levels of need when deciding to make a referral]
 - Provides continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- 4.2.5. All staff are trained to listen to students and their concerns but in addition to this there are specialist pastoral leaders within both schools that students can turn to for advice or support to include; Head(s) of Year, School Counsellor, School Nurse and Chaplaincy.
- 4.2.6. Staff are aware of the need for **contextual safeguarding**; safeguarding incidents and/or behaviours can be associated with factors outside St George's and/or can occur between children outside St George's. When dealing with an incident, staff should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Such factors should also be included in any information shared with Social Care.

4.3. Children potentially at greater risk of harm

4.3.1. Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of extra pastoral and/or academic support, alongside action by statutory services).

4.3.2. Children requiring mental health support

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. If a member of staff is concerned about the mental health of a child they should inform the DSL (or deputy) immediately (see section 5.7). Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

4.3.3. Looked after children and previously looked after children

A child who is looked after by a local authority (referred to as a looked-after-child) as defined in section 22 Children Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Looked after children and previously looked after children are a particularly

vulnerable group. Therefore, staff must have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. [Virtual school heads manage pupil premium plus for looked after children.]

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.

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers (age 16-17). That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. Designated safeguarding leads must have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

4.4. Confidentiality

- 4.4.1. We recognise that all matters relating to child protection are confidential.
- 4.4.2. The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- 4.4.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.4.4. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 4.4.5. Staff must be aware that if a child discloses about possible abuse colleagues must:
 - Listen carefully
 - Reassure they are right to tell and they are being taken seriously
 - Not ask leading questions
 - Not make promises you cannot keep
 - Not jump to conclusions
 - Not speculate or accuse anybody
 - Explain what will happen next
 - Record the conversation in the child's own words – it is better to do this after the conversation, in order that the child feels supported and listened to whilst they are disclosing sensitive information
 - Note the time and sign and date the record made
 - Inform the DSL at the first opportunity
- 4.4.6. We will always undertake to share our intention to refer a child to Children's Services with their parents/carers unless to do so could put the child at greater risk of harm,

or impede a criminal investigation. If in doubt, we will consult with the SSCP. If a child is in immediate danger or is at risk of harm a referral will be made to children's social care and/or the police immediately.

- 4.4.7. All staff have the right to raise concerns, including about potential poor or unsafe practice or potential failures within the school's safeguarding regime (whistle-blowing) as in line with KCSIE para 75.
- 4.4.8. Children of concern will be highlighted to all staff at the weekly staff meeting, as per a "Watch List" and will be on the minutes, which are circulated to all staff, including a photograph; the reason for the concern will not be shared, beyond the need to alert SSU/pastoral staff if the child presents as a concern, or is unexpectedly absent.

4.5. Supporting Staff

- 4.5.1. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 4.5.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

4.6. Allegations against staff

- 4.6.1. We understand that a child may make an allegation against a member of staff, supply staff, or volunteer. Such allegations can fall into two categories, those which meet the harms threshold and those which do not, i.e. "low level concerns".
- 4.6.2. **Allegations which meet the harms threshold (4.6.2 - 4.6.14 below)**
These might include that the member of staff, supply staff or volunteer has:
- behaved in a way that has harmed a child, or may have harmed a child (see the DBS website for the definition of the *harms test*);
 - possibly committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour that may have happened outside School, known as transferable risk and where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt, School will seek advice from the LADO).
- 4.6.3. If such an allegation is made, the member of staff receiving the allegation or aware of the information, will immediately and within 24 hours inform the Head Teacher. The Head Teacher will then act as *case manager*.
- 4.6.4. The case manager will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and within 24 hours. **0300 123 1650 then Option 3** or LADO@surreycc.gov.uk.

- 4.6.5. If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately and within 24 hours inform the Chair of Governors. The Chair of Governors will report the allegation directly to the LADO at the earliest opportunity and within 24 hours.
- 4.6.6. If the allegation made concerns a supply teacher, or other member of 'agency' staff, the School will ensure that the allegation is dealt with properly and will inform the relevant employment agency at the earliest convenience. The LADO will be informed that the member of staff is employed by a third party and not St George's Weybridge, but the School will expect to take the lead, in consultation with the LADO and as per KCSIE para 358.
- 4.6.7. The designated safeguarding lead (or deputy) is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to the local authority children's social care. Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the designated safeguarding lead and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to children's social care.
- 4.6.8. The School will follow the Surrey procedures for managing allegations against staff.
- 4.6.9. The School understands that it has a duty of care to its employees and will aim to support those staff involved in an allegation, as set out in para 370 of KCSIE. Similarly, the School will work with the parents/carers of the children involved, as per para 371 of KCSIE.
- 4.6.10. The following definitions should be used when determining the outcome of allegation investigations:
- Substantiated: there is sufficient evidence to prove the allegation;
 - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - False: there is sufficient evidence to disprove the allegation;
 - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
 - Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.
- 4.6.11 The case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

- 4.6.12 Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration, and the Head Teacher & DSL will seek the advice of the LADO and Head of HR in making this decision.
- 4.6.13 In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors with advice as in 4.5.3 above.
- 4.6.14 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- 4.6.15 Where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first) consideration will be given to making a referral to the TRA (Teacher Regulation Agency).
- 4.6.16 If St George's dismisses or removes an individual member of staff, (or would have done had they not firstly resigned) because the person poses a risk of harm to children, the school will make a prompt referral to the DBS. St George's is aware that it has a legal duty in this regard and that it is an offence to fail to make a referral in such cases without good reason.
- 4.6.17 **Non recent allegations:** Where an adult makes an allegation to a school or college that they were abused as a child, the individual should be advised to report the allegation to the police. Non recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened.

4.6.18 **Concerns that do not meet the harms threshold**

St George's Weybridge seeks to create a open and transparent culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, in order to minimise the risk of abuse; and ensure that adults working in or on behalf of the School are clear about professional boundaries and act within these boundaries, and in accordance with the Josephite ethos.

- 4.6.19 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.

4.6.20 All low-level concerns should be reported in the same way as concerns which do meet the harms threshold, i.e. to the Headteacher. They should be recorded in writing. 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 should be respected as far as reasonably possible.

4.6.21 In response to a low level concern, the Headteacher will collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously as well as to the individual involved and any witnesses. The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. All of this will be recorded along with the rationale for their decisions and action taken.

4.7 Whistle-blowing

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

4.7.2 All staff will 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. Whistleblowing is explicitly covered in the Staff Behaviour Policy, issued to all staff in the Induction Pack. If it becomes necessary to consult outside the school, they will speak in the first instance, to the Area Education Officer/LADO.

4.7.3 Whistleblowing about staff on staff poor behaviour, staff on child behaviour or child on child behaviour can be passed to any member of the SLT/SMT or Head of HR . Offensive banter will not be tolerated. If the issue is one of Safeguarding it **must** go to the DSL unless it is against the DSL or Head Teacher. If it is against the DSL it is passed to the Head Teacher and in the case of a concern against the Head Teacher see 4.5.4.

4.7.4 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 8.00am – 8.00pm Monday – Friday and Email: help@nspcc.org.uk, there is also more advice on the NSPCC website: <https://www.nspcc.org.uk/what-you-can-do/report-abuse>

5. Types and Signs of Abuse

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the DSL (or deputy).

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should 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.

See KCSIE Part One p10-16 and Annex B for more information on types of abuse.

- 5.1 Behaviours linked to safeguarding issues such as drug taking, alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as youth produced sexual imagery) put children in danger.

5.2 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults and the victims can be males or females. The abuse can be a one-off occurrence or a series of incidents over time and it can range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. Victims can be exploited even when activity appears consensual and it should be noted that exploitation, as well as being physical, can be facilitated and/or take place online. Boys and girls are both at risk of CCE, even though the indicators may not be the same; furthermore, boys and girls being criminally exploited may be at a higher risk of sexual exploitation. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

5.3 **Peer on Peer Abuse**

Our school 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. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the matter will be referred to local agencies, including the police.

- 5.3.1 Our Anti-bullying policy outlines how allegations of peer on peer abuse will be recorded, investigated and dealt with. It has clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported.

- 5.3.2 All staff recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways and is most likely to include, but may not be limited to:
- bullying;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment;
 - upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
 - consensual and non-consensual sharing of nudes and semi nudes images and or videos; and
 - initiation/hazing type violence and rituals.

Peer on peer abuse may be gendered in nature.

- 5.3.3 Peer on peer abuse is taken very seriously by the staff at St George's. It is essential that all staff understand that we have a zero-tolerance approach to abuse and understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it
- 5.3.4 All staff should understand, that even if there are no reports at St George's Weybridge, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to the designated safeguarding lead (or deputy).
- 5.3.5 Our PSHE programme seeks to minimise the incidence of peer on peer abuse and if incidents are discovered, then the Behaviour Management procedures and subsequent sanctions are implemented (the DfE's advice on searching, screening and confiscation is noted, see Appendix C); the victim will also be supported by the pastoral team.
- 5.3.6 All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse and that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - being more prone to peer group isolation than other children;
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers;
As such, these children may need more support.

5.4 Sexual violence

- 5.4.1 As per the DfE's guidance on sexual violence and sexual harassment between children in schools and colleges, all staff are aware that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 5.4.2 Staff are aware of the importance of making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up and nor is it "banter". Staff are trained to manage a report on peer-on-peer sexual violence and sexual harassment.
- 5.4.3 Where a report of sexual violence is made, the DSL (or deputy) will lead the school's response and it is likely that outside agencies will be involved.
- 5.4.4 All victims will be taken seriously and reassured that they will be kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. When deciding upon the appropriate action to take, the DSL will consider, amongst other things, the victim's wishes, the nature of the alleged incident, the age and developmental stage of the children involved.
- 5.4.5 The DSL will make an immediate risk assessment, which will then be reviewed as often as is necessary. Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. The DSL will also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.
- 5.4.6 The DSL will consider every report on a case-by-case basis, with four possible options to manage the incident:
- Manage internally
 - Early help
 - Referrals to children's social care
 - Reporting to the Police
- 5.4.7. St George's is aware that both the alleged victim and perpetrator(s) will require on-going support; if either moves school then the DSL will ensure that the new school is aware of the allegation.
- 5.4.8. Staff are required to be trained to manage a report on peer-on-peer sexual violence and sexual harassment

5.5 Serious Violence

- 5.5.1. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or groups.
- 5.5.2. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.
- 5.5.3. All staff should be aware of the associated risks and understand the measures in place to manage these; a multi-faceted pastoral system means that children have regular opportunities for interaction with pastoral staff, providing children with the chance to disclose to staff and also for staff to identify any of the indicators mentioned above.

5.6 Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or Deputy DSL) regarding any concerns about FGM, there is a specific legal duty on teachers: if a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police before close of the next working day and the teacher must also inform the DSL (the police referral can be made with the DSL). If a member of staff suspects that a child is at risk of FGM, they should make an urgent referral to the Children's SPA and consider also referring to the police – again, this can be done with the DSL. KCSIE Annex B has further details.

5.7. Mental Health

- 5.7.1. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 5.7.2. Only appropriately trained professionals should 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.
- 5.7.3. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.
- 5.7.4. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and the DSL (or deputy) informed immediately. The DSL will decide whether or not escalation to external services is necessary, e.g. a referral to CAMHS.

5.8. Domestic Abuse

5.8.1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

5.8.2. The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect.

6. Radicalisation and Extremism – Prevent Duty DfE guidance June 2015, CTSA 2015.

6.1 Schools are required under the Prevent Duty, the Counter Terrorism and Security Act 2015, to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

6.2 St George's values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

6.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St George's is clear that this exploitation and radicalisation will be viewed as a safeguarding concern. St George's has taken into account Surrey Police's website description of Surrey being "a low risk county for terrorism".

6.4 St George's 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.

6.5 The school governors, the Head Teachers and the Designated Safeguarding Leads (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy. Ahead of a visiting speaker addressing the students, a member of staff must carry out an internet search of the speaker to ascertain whether or not they present a safeguarding risk, in terms of radicalisation; a record of this process and its outcomes is recorded on a central electronic log.

6.6 This will be reviewed as part of the annual “Audit of Statutory Duties and Associated Responsibilities” that is monitored by the local authority and the Surrey Safeguarding Children’s Partnership. Staff complete online Prevent training, which gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

6.7 Response to radicalisation and extremism

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL who is also the Single Point of Contact (SPOC) for St George’s. They will then follow normal safeguarding procedures regarding making the most appropriate referral, which could include *Channel*. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases or for further advice the DSL will refer to the Prevent coordinator at Surrey Police: Lee Sawkins: 101 extension 30910. Mobile 07967986388 lee.sawkins@surrey.pnn.police.uk. The Department of Education has also set up a dedicated telephone helpline and mailbox for staff and governors for non-emergency advice: 020 7340 7264 or counter-extremism@education.gsi.gov.uk.

7. APPENDICES

Appendix A: Further Information

KCSIE Index to Annex B (page references are for KCSIE 2021)	
Child abduction and community safety incidents	124
Children and the court system	124
Children missing from education	124
Children with family members in prison	125
Child Criminal Exploitation (CCE)	125
Child Sexual Exploitation (CSE)	125
County lines	126
Modern slavery and the National Referral Mechanism	127
Cybercrime	127
Domestic abuse	128
Homelessness	130
So-called ‘honour-based’ abuse	130
FGM	131
Forced marriage	132
Preventing radicalisation	132
The Prevent duty	133
Channel	134
Peer on peer/ child on child abuse	135
Sexual violence and sexual harassment between children in schools and colleges	135
Upskirting	139
The response to a report of sexual violence or sexual harassment	139
Additional advice and support	140

NSPCC: Definitions and signs of child abuse - Guidance for professionals who work with children on how to recognise the signs of child abuse. July 2020

Categories of Abuse:

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

Signs of Abuse in Children:

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

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

Risk Indicators

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits

- Be involved in domestic abuse

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

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

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

Appendix B:

DfE Advice on Screening, Searching and Confiscation. Advice for headteachers, school staff and governing bodies. February 2014

[DfE: Searching, Screening and Confiscation February 2014](#)

Appendix C



Safeguarding Self-Referral Form

PLEASE USE THIS FORM WHEN YOU HAVE CONCERNS ABOUT AN INCIDENT THAT HAPPENED WITH A CHILD THAT MAY BE OPEN TO MISINTERPRETATION

CONFIDENTIALLY HAND THE COMPLETED FORM TO THE DESIGNATED SAFEGUARDING LEAD

Staff Name:

Student Name:

Description of the situation:

Please specify time, location and any witnesses.

Any follow up actions required:

(Continue on the other side if necessary)

Signed:

Print name:

Date:

This policy should be displayed in:

S:\ SGW Policy_and_Procedure_Index	Firefly
School website	Dragonfly
ISI Portal	

Appendix D

Designated Safeguarding Lead Job Description

Safeguarding is the school's first priority. There are many regulations covering its implementation with which the Designated Safeguarding Lead (DSL), and Deputies, must ensure compliance with support from the Governing Body and school's Senior Leadership Team (SLT) in the form of time, funding, training, resources and suitable support.

The DSL is expected to undergo training, including Prevent awareness training, to learn the knowledge and skills to carry out the role and refresh this training at least every two years. In addition, the DSL will keep up to date and enhance their skills via informal means such as meetings with DSLs from other schools, reading Safeguarding bulletins etc.

The DSL takes the lead responsibility for safeguarding and child protection and is expected to:

- Refer cases of suspected abuse to the local Safeguarding Children's Partnerships as required;
- Support staff who make referrals to external agencies;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required; and
- Ensure that detailed and accurate records of concerns and reports are kept and stored in a secure manner.
- Act as a point of contact with safeguarding partners;
- Help promote the educational outcomes of children who have experienced a safeguarding issue, including children with a social worker;
- Liaise with the Headteacher to inform them of any issues – especially any ongoing enquiries under section 47 of the Children Act 1989 and Police investigations;
- As required, liaise with the 'Case Manager' and LADO for child protection concerns in cases which concern a staff member;
- Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for all staff;
- Fulfil training and awareness requirements as outlined in Keeping Children Safe in Education 2020 and subsequent editions;
- Report to Governors as required and assist with any Safeguarding audits that they may undertake;
- Have specific responsibility for online safety.

Signed: Date:

Print name:

Deputy Designated Safeguarding Lead Job Description

Safeguarding is the school's first priority. There are many regulations covering its implementation with which the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) must ensure compliance with support from the Governing Body and school's Senior Leadership Team (SLT) in the form of time, funding, training, resources and suitable support.

The DDSL is expected to undergo training, including Prevent awareness training, to learn the knowledge and skills to carry out the role and refresh this training at least every two years. In addition, the DDSL will keep up to date and enhance their skills via informal means such as meetings with the DSL, reading Safeguarding bulletins etc.

In the absence of the DSL, the DDSL will take responsibility and is expected to:

- Refer cases of suspected abuse to the local Safeguarding Children's Partnerships as required;
- Support staff who make referrals to external agencies;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required; and
- Ensure that detailed and accurate records of concerns and reports are kept and stored in a secure manner.
- Act as a point of contact with safeguarding partners;
- Help promote the educational outcomes of children who have experienced a safeguarding issue, including children with a social worker;
- Liaise with the Headteacher to inform them of any issues – especially any ongoing enquiries under section 47 of the Children Act 1989 and Police investigations;
- As required, liaise with the 'Case Manager' and LADO for child protection concerns in cases which concern a staff member;
- Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for all staff;
- Fulfil training and awareness requirements as outlined in Keeping Children Safe in Education 2020 and subsequent editions;
- Report to Governors as required and assist with any Safeguarding audits that they may undertake;
- Have specific responsibility for online safety.

Signed: Date:

Print name: