

Safeguarding

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Signed by the Chair of Governors	C. Griffith

Commitment to Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We understand Safeguarding to be the plans we have in place to keep children safe while Child Protection is what we do to ensure that safety.

If you have concerns about a child and are unable to contact the school, the contact details for Safeguarding at Surrey County Council are:

- the Duty Local Authority Designated Officer (LADO): 0300 200 1006 (for CP issues regarding adults working with children); or
- the Surrey Safeguarding Children's Partnership (for Spelthorne, Elmbridge and Epsom & Ewell) on 0300 123 1610, operating 09.00hrs - 17.00hrs; or
- the Surrey out of hours' emergency team phone number: 01483 517 898.

Alternatively seek advice from the NSPCC Helpline 0808 800 5000 (help@nspcc.org.uk)

If you have concerns about radicalisation or extremism, the contacts details are:

- Surrey Safeguarding as above
- Surrey Police: 101 (non-emergency)
- Non-emergency advice for staff and governors : 020 7340 7264 (counter-extremism@education.gsi.gov.uk)

If there is a risk of immediate harm to a child, a referral must be made to the contact listed above immediately.

If a crime may have been committed, the matter should be reported to the Police on their 101 non-emergency number or, in an emergency, by dialling 999.

Key Staff

The Principal: Mr S Edmonds - Principal
Tel: 020 8393 1413 – Email: principal@ewellcastle.co.uk

Designated Safeguarding Leads (DSLs): Mr S Leigh –Head of Senior School and Vice Principal
Tel: 020 8393 1413 – Email: s.leigh@ewellcastle.co.uk or safeguarding@ewellcastle.co.uk
Mrs G Bean – Deputy Head of Preparatory School and Assistant Principal
Tel: 020 8394 3579 – Email: g.bean@ewellcastle.co.uk

Deputy DSLs: Mrs L Macallister – Head of Preparatory School and Vice Principal
Tel: 020 8394 3579 – Email: l.macallister@ewellcastle.co.uk
Miss P Hernandez – Head of Year 7
Tel: 020 8393 1413 – Email: p.hernandez@ewellcastle.co.uk
Mrs S Fowler – Deputy Head of Preparatory School and Assistant Principal
Tel: 020 8394 3579 – Email: s.fowler@ewellcastle.co.uk
Mrs C Leeds (specific EYFS oversight)
Tel: 020 8394 3579 – Email: c.leeds@ewellcastle.co.uk
Mr B Woolford – Director of Sixth Form
Tel: 020 8393 1413 – Email: b.woolford@ewellcastle.co.uk

Governor: Mrs P Hutchinson – Governor with oversight of Children Protection matters
Email: safeguarding.gov@ewellcastle.co.uk

1 Policy Statement

- 1.1 This policy has been developed having regard to the current ISI regulations and in accordance with the principles established by the Children Acts 1989 and 2004, the Education Act 2002, and in line with government publications. These include: “Working Together to Safeguard Children” 2022, Revised Safeguarding Statutory Guidance 2 “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, and “The Prevent Duty” 2015. This policy reflects both “Keeping Children Safe in Education” September 2023 (KCSIE 2023) and the procedures of the local safeguarding children partnership, Surrey Safeguarding Children Partnership (SSCP).¹
- 1.2 Safeguarding can be defined as protecting children from maltreatment, preventing the impairment of children’s physical and/or mental health or development, ensuring that there is safe and effective care and taking actions to ensure that children have the best outcomes.
- 1.3 Children refers to everyone under the age of 18.
- 1.4 The Governing body takes seriously its responsibility under Section 175 of the Education Act 2002 and Section 11 of the Children’s Act 2004 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, are at risk of harm or are in need. The Governing body ensures that all staff read Part One of KCSIE 2023 and also ensures that mechanisms are in place to assist all staff to understand and discharge their roles and responsibilities as set out in Part 1 of KCSIE 2023.
- 1.5 We recognise that all adults, including temporary staff², 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. Everyone, at all times, should consider what is in the best interests of the child and should make sure their approach is child-centred.
- 1.6 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the welfare of young people, as well as promoting the social, physical and moral development of the individual child.
- 1.7 The aims of this policy are:
 - 1.7.1 To support the child’s physical and mental development in ways that will foster security, confidence and independence.
 - 1.7.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.7.3 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, including the mandatory duty to report to the Police cases where they discover that an act of Female Genital Mutilation (FGM) appears to have been carried out.
 - 1.7.4 To protect children from the risk of radicalisation and from exposure to extremist views.

¹ The SSCP procedures are available online at <https://surreyscb.procedures.org.uk/>

² Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children, etc. and governors

- 1.7.5 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.
- 1.7.6 To provide guidance to staff, temporary staff, volunteers and governors who may have concerns that a child may be in need or at risk.
- 1.7.7 To emphasise the need for good levels of communication between all members of staff.
- 1.7.8 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse in accordance with SSCP guidelines.
- 1.7.9 To ensure staff are aware that children missing from education can act as a warning sign and develop effective procedures to monitor pupil absence in order to identify potential risks, including but not limited to, Reception staff immediately following up unexplained absences or tutors raising sustained or repeated absences as a potential sign of a safeguarding issue with DSLs.
- 1.7.10 To develop and promote effective working relationships with other agencies, especially the Police and Social Care, notably with SSCP through the Common Assessment Framework (CAF) and Multi-Agency Safeguarding Hub (MASH).
- 1.7.11 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)³, and a central record is kept for audit.
- 1.7.12 In the instance of children undertaking homestays within the UK (where the school is the regulated activity provider), to similarly ensure that DBS checks are obtained for host families within the UK. It is not possible to undertake such checks with homestays overseas; in this instance, however, liaison with partner school abroad should be undertaken to ensure appropriate systems to safeguard children are in place (see KCSIE 2023, Annex D for further guidance).

2 Safe School, Safe Staff

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- all governors take an active interest in safeguarding, specifically ensuring that they receive appropriate safeguarding and child protection training at induction, and that this is regularly updated
 - there is a Safeguarding policy together with a Staff Code of Conduct
 - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
 - school recruitment procedures are informed by up-to-date, relevant guidance (including considering carrying out online searches before interview, and only accepting CVs alongside a full application to ensure full information and support safer recruitment)
 - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS, the Teaching Regulation Agency (TRA) and, if a crime has been committed, the Police, if a person in regulated activity has been dismissed or removed due to child protection concerns, or would have had they not resigned.
 - a senior leader has Designated Safeguarding Lead (DSL) responsibility
 - the key role DSLs play in day-to-day leadership of safeguarding is recognised, and provide the role with the necessary authority, time, etc.

³ Guidance regarding CRB/DBS checks updated by the Protection of Freedoms Act 2012, DBS (2013) and KCSIE 2023

- on appointment, the DSLs undertake interagency training (SSCP Modules 1 & 2) and also undertake DSL “New to Role” and the “Update” course every 2 years
 - all other staff have child protection training updated as appropriate
 - the member of the Governing Body with oversight of Safeguarding matters meets once a half term with DSLs and deputies to review safeguarding practices and pertinent issues; risks of radicalisation amongst our School community are also discussed. The final meeting of the year is an audit of Safeguarding practices and annual review.
 - a member of the Governing Body is nominated to liaise with the Local Authority on safeguarding issues and in the event of an allegation of abuse made against the Principal
 - Safeguarding policies and procedures are reviewed annually and that the Safeguarding Policy is available on the school website or by other means
 - the Governing Body considers how children may be taught about child protection. This may be part of a broad and balanced curriculum covering relevant issues through personal, social, health, citizenship and economic education (PSHEE) and/or through Relationships and Sex Education (RSE).
 - the Governing Body ensures online safety education is being implemented within the school as part of the whole school approach to safeguarding
 - the Governing Body recognises that, while all children should be protected, some groups are potentially more at risk of harm – e.g. those who are LGBT (or perceived to be LGBT)
 - that enhanced DBS checks are in place for the Chair of Governors
 - that mechanisms are in place to ensure that all staff are able to discharge their role and responsibilities in respect of keeping children safe
 - that appropriate filters and monitoring systems are in place on all computer systems and networks used by the school, and that all staff are aware of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
 - appropriate safeguarding arrangements are in place when premises are hired out to external organisations
 - appropriate action is taken when responding to allegations relating to incidents occurring when an individual or organisation uses a school’s premises.
 - any weaknesses in child protection are remedied immediately.
- 2.1.2 The DSLs (Head of Senior School and Deputy Head of Preparatory School) are members of the Executive Leadership Team. All DSLs will be required to undertake the compulsory training delivered through the Surrey Safeguarding Children Board or by an approved external training provider, and, upon appointment, will undertake “DSL New to Role” training followed by biennial updates.
- 2.1.3 DSLs who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training to be renewed every three years.
- 2.1.4 All members of staff and volunteers are provided with safeguarding awareness information at induction, and that the school safeguarding procedures are understood, so that everyone knows who to discuss a concern with.
- 2.1.4 All staff and governors have safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse and procedures for reporting concerns.
- 2.1.5 All members of staff and governors are trained in how to respond to a pupil who discloses abuse. (They are also aware that anyone can refer a child to Children’s Services, however, this is usually done via the respective DSLs).
- 2.1.6 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, and reference to it in our Parents’ Handbook.
- 2.1.7 Community and other users organising activities for children are aware of the school’s safeguarding guidelines and procedures.

- 2.1.8 Child protection concerns or allegations against adults working in the school are referred to the LADO⁴ immediately and certainly within twenty four hours 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)⁵ 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.
- 2.1.9 We will inform all staff of the provisions of the Child Care Act 2006 (March 2015) including that they may be disqualified by association. All members of staff are required to complete a Staff Suitability Self-Declaration Form. These are reviewed by the Principal and stored securely.
- 2.1.10 All staff are required to read and to confirm that they have read and understood Part 1 of KCSIE 2023, The Staff Code of Conduct and the ICT Acceptable Use Policy.
- 2.1.11 There is always adequate coverage of the DSL role by:
- providing sufficient named Deputy DSLs specifically to ensure that at least two named Safeguarding leads are on each of the School's three sites;
 - ensuring arrangements are put in place to provide effective DSL cover in the event of any enforced school closure or lockdown (such as COVID-related lockdown).
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The names of the DSLs will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.4 This policy is available publicly on the school website or by request. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the Parents' Handbook.

3 Reporting concerns

- 3.1 If you have any concerns about a child's welfare, in line with 'Working Together to Safeguard Children' (2022) then please:
- for **children in need**:
Act immediately and inform the DSL or DDSL for pastoral support, early help or children's social care as appropriate
 - for **children at risk**:
Contact the DSL who will contact children's social care (or the police if a crime has been committed). This needs to be done immediately, within 24 hours.
- 3.2 Be aware that anyone can make a referral (though it is usually the DSL or DDSL), and that we do not require parental consent for referrals to statutory agencies.

4 Responsibilities

- 4.1 The DSLs are responsible for deciding what action should be taken. This responsibility may be deputised to the Deputy DSLs in the absence of a DSL, or where the situation otherwise necessitates it. Actions may include Early Help, and any such decision is made in accordance with the referral thresholds set out by SSCP. All staff are aware of the process for making a referral and that they can do so, although it is more likely that this will be undertaken by the DSLs:

⁴ See page 1 of this document

⁵ Contact the LADO for guidance in any case

- 4.1.1 Referring a child if there are concerns about possible abuse to the relevant Local Authority Children’s Services Team⁶ and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the relevant Multi Agency Referral Form.⁷
- 4.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 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.
- 4.1.4 Ensuring that all such records and any further relevant information are shared with the child’s next school to ensure support is in place.
- 4.1.5 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 4.1.6 Liaising with other agencies and professionals.
- 4.1.7 Ensuring that they 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.
- 4.1.8 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.
- 4.1.9 Organising child protection induction and regular update and awareness training for all school staff and governors. Induction and update training will take account of and include:
- the names and roles of the DSL
 - KCSIE 2023
 - the Prevent Duty (Channel)
 - the Whistleblowing Policy
 - the Behaviour for Learning policy
 - the Missing and Uncollected Pupils policy
 - the safeguarding implications of children missing in education (Forced Marriage, FGM, Country Lines, etc) and the safeguarding response to CME
 - the safeguarding implications of being absent from education (i.e. this absence can also be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation)
 - the Children Missing in Education Policy
 - the Staff Code of Conduct
 - online safety
 - and this (Safeguarding) policy.
- 4.1.10 Providing, with the Principal, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)⁸
- 4.2 All staff including temporary staff, volunteers and governors are responsible for acting in the best interests of the child and specifically:
- 4.2.1 reporting any concerns about a child who is in need or maybe at risk of harm to the DSL and, in his or her absence, directly to SSCP;
- 4.2.2 keeping written records of any disclosure made by a child and passing these to the DSL;
- 4.2.3 ensuring that, if a crime may have been committed, the Police are informed;

⁶ See page 1 of this document

⁷ Referral forms are available on the relevant Local Authority website.

⁸ Format for the Governors Annual Report is available from Governor Services and at www.surreycc.gov.uk/safeguardingchildren

- 4.2.4 ensuring that any allegation in respect of a member of staff is reported to the LADO immediately and within one working day at the latest. Usually this would mean informing the DSL or Principal but, if they are not available, staff should make the referral themselves;
- 4.2.5 understanding how to deal sensitively with any disclosure made by a child, including the keeping of contemporaneous written records, not asking leading questions and ensuring the child understands that what they say may have to be passed on to a third party. For further advice, please see Appendix 3 (Safeguarding Guidance for Staff and Visitors to Ewell Castle School);
- 4.2.6 being familiar with the contents of this policy, KCSIE 2023 Part 1, the Staff Code of Conduct and the Whistleblowing Policy;
- 4.2.7 understanding that possible abuse by one or more pupils against another pupil (child-on-child abuse) must be reported to the DSL and/or to external safeguarding agencies.
- 4.2.8 understanding that photographs of pupils may only be taken using school equipment and images downloaded to and stored on the school storage system;
- 4.2.9 in an Early Years and Foundation Setting (EYFS) photography may be employed to evidence pupil progress and achievement, but still under no circumstances may staff's own cameras or mobile phones be used.

5 Supporting Children

- 5.1 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.
- 5.2 We recognise that children can be victims of domestic abuse, and that domestic abuse:
 - 5.2.1 can encompass a wide range of behaviours,
 - 5.2.2 can be a single incident or a pattern of incidents.
 - 5.2.4 can be, but is not limited to, psychological, physical, sexual, financial or emotional
 - 5.2.5 may be seen, heard, or experienced by children at home
 - 5.2.6 may be experienced by children in their own intimate relationships (teenage relationship abuse).
 - 5.2.7 can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
- 5.3 We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Thus, staff are encouraged to maintain a professional curiosity and speak to the DSL if they have any concerns about a child whatsoever.
- 5.4. 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.
- 5.5 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.
- 5.6 Our school will support all children by:
 - 5.6.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 5.6.2 Promoting a caring, safe and positive environment within the school.
 - 5.6.3 Encouraging staff to maintain their professional curiosity and build trusted relationships with children to facilitate communication.

- 5.6.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 5.6.5 Notifying Social Care as soon as there is a significant concern.
- 5.6.6 Providing 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 (within 5 days for a mid-year transfer, or 5 days of the start of a new school year).

6 Confidentiality

- 6.1 We recognise that all matters relating to safeguarding are confidential.
- 6.2 The Principal or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁹
- 6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 6.5 We will always undertake to share our intention to refer a child to Social Care 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 Children's Services.

7 Supporting Staff

- 7.1 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.
- 7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

8 Allegations against staff

- 8.1 All school staff should 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 and staff should not travel alone with a child.
- 8.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff, are included in the Staff Code of Conduct, and as part of Induction. All members of staff are required to declare their understanding of the school's Staff Code of Conduct and KCSIE 2023.

⁹ Guidance about sharing information, can be found in the DfE booklet "Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers" DfE March 2015

- 8.3 If an allegation is made against a member of staff, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal. Any such allegation must be discussed with the Local Authority Designated Officer (LADO) immediately and certainly within twenty-four hours. No investigation should take place prior to referral to the LADO. Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.
- 8.4 In the event of an allegation against the Principal, the Chair of Governors, who will not inform the Principal of the allegation, will contact the LADO immediately.
- 8.5 Where there is conflict of interest in reporting the matter to the head, the LADO may be contacted directly.
- 8.6 The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 8.7 Suspension of a member of staff against whom an allegation has been made needs careful consideration and the Principal will seek the advice of the LADO in making this decision. In the event of an allegation against the Principal, the decision will be made by the Chair of Governors.
- 8.8 Should a member of staff be dismissed, or would have been dismissed had they not resigned, as a result of an allegation, the incident will be reported to the relevant authorities. This will include consideration of a referral to the TRA. In some cases, a prohibition order may be appropriate due to unacceptable professional conduct or conduct that may bring the profession into disrepute or, indeed, for a conviction at any time for a relevant offence.
- 8.9 We are aware that there may sometimes be low-level concerns that do not meet the harms test and would not be immediately referred to the LADO. It is important to share these to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour are set out. Please refer to Staff Code of Conduct and Low-Level Concerns policy. Low-level concerns:
- will generally be reported to the same persons as set out above, although low-level concerns regarding members of the Preparatory School may reasonably be reported directly to the Head of Prep. In the absence of the Principal or Head of Prep, a low-level concern may be reported to a DSL.
 - will be notified to employers (supply staff and contractors) so any potential patterns of inappropriate behaviour can be identified
 - may be raised by a third-party and, therefore, need to be fully investigated by speaking, where possible, to the person who raised the concern, the individual involved, and any witnesses
 - should be recorded with details of the concern, the context in which it arose and any action(s). Any requests for anonymity by those raising concerns should be respected as far as is reasonably possible. These records should be reviewed so that any patterns of behaviour can be monitored, and appropriate action taken (which might be an internal disciplinary procedure or referral to the LADO if the harms test is met).
 - can uncover wider cultural issues within the school that enables behaviours to occur; reviewing low-level concerns should therefore be used to highlight training needs or further revision of policy and/or practices. In this respect, learning from all allegations against staff should be incorporated by schools and colleges, not just from those that are concluded and substantiated.

9 Whistle-Blowing

- 9.1 All staff should be aware of their duty to raise concerns about the management of safeguarding and should follow the school's Whistleblowing Policy.

10 Physical Intervention

- 10.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. For further guidance, see Use of Reasonable Force: Advice for head teachers, staff and governing bodies, July 2013.
- 10.2 Such events should be recorded and signed by a witness.
- 10.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

11 Anti-Bullying, Racism and Child-on-Child Abuse

- 11.1 Our school policy on anti-bullying is set out in a separate document (see both the school's Anti-Bullying Policy and the E-Safety Policy which outline procedure) and acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures (see 10.5 below). This includes all forms of bullying, whether inside or outside of School, or online, e.g. cyber (including sexting, or youth produced sexual imagery), racist, homophobic and gender related bullying – otherwise known as prejudice-based and discriminatory bullying.
- 11.2 Staff training will offer guidance on recognising signs of bullying and child-on-child abuse, such as:
- physical abuse (hitting, kicking, shaking,, biting, hair-pulling, or otherwise causing physical harm)
 - sexual violence and sexual harassment (see KCSIE, part 5 for further details)
 - consensual and non-consensual sharing of nude and semi-nude images, and/or videos (also known as sexting or youth produced sexual imagery). Our approach to addressing this would be to support all parties involved, invoke our behaviour policies as appropriate and informs outside agencies as necessary, including the police.
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party
 - Up-skirting
 - initiation/hazing types violence and rituals
- 11.3 All staff are aware that bullying and child-on-child abuse can be multi-faceted with, for example, online and face-to-face abuse occurring concurrently.
- 11.4 All staff are aware that children with SEND and/or certain medical conditions may be more susceptible to being bullied, being victims of child-on-child abuse (including prejudice-based bullying and peer group isolation), and to being victims of child abuse. They may not show any outward signs and/or may have communication barriers in reporting this, thus we should not assume that these are indicators of their condition without further exploration.

- 11.5 All staff are similarly aware that there is a greater risk of harm for children with differences/perceived differences, such as LGBT children or those who are perceived to be LGBT. Such pupils may be more susceptible to being bullied or being victims of child-on-child abuse (including prejudice-based bullying and peer group isolation).
- 11.5 It is more likely that girls will be victims of child-on-child abuse and boys perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously.
- 11.6 Bullying will be considered under safeguarding procedures should there be reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. In addition to procedures outlined in the Anti-Bullying policy, the DSLs must be informed about any concerns, and any child-on-child abuse will be reported to the Multi Agency Safeguarding Hub (MASH) or the Police if a crime has been committed. It is recognised that in cases of child-on-child abuse both victim(s) and perpetrator(s) are considered to be at risk. All staff should be clear that 'abuse is abuse' and will never be tolerated; so-called 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' is not an acceptable vehicle for unkindness or abusive behaviour towards others, and must be challenged. (Further guidance on child-on-child abuse, including issues such as physical abuse, sexual violence, upskirting and sexting, is available in KCSIE 2023).
- 11.7 In the instance of any report of bullying or child-on-child abuse victims will be reassured that they will be taken seriously, supported and kept safe, and not made to feel that they are creating a problem for reporting abuse, sexual harassment or sexual violence.
- 11.8 It's important to recognise that such abuse can take place between children of any age and can occur on and offline. Normal safeguarding procedures, as outlined in this policy, would be followed. This could include a referral to an outside agency including the police. A pupil against whom an allegation of abuse is made may be suspended from School during the investigation and the School's policies on behaviour will apply. All children involved would be treated as being at risk and would be offered appropriate support in line with any advice received.
- 11.9 We regularly discuss with our pupils and staff what child-on-child abuse is, as well as healthy and unhealthy relationships. This happens in assemblies, PSHE provision and across the curriculum.
- 11.10 We keep a record of all bullying incidents (including racially motivated bullying) and all instances of child-on-child abuse, including sexual violence and sexual harassment (which would be immediately escalated to the DSL):
- At the Prep School this is logged under 'Behaviour and/or Bullying Incidents' which is reviewed regularly by the Deputy Head. This includes details of instances of bullying/child-on-child abuse, actions taken and support put in place for the victim.
 - At the Senior School, a document called the 'Anti-Bullying/Child-on-child Abuse Register' is maintained by each Head of Year as regards the pupils in their Year Group, with the oversight of the Deputy Head (Pupil Development and Well-Being) and DSL. This register includes details of instances of bullying/child-on-child abuse, actions taken and support put in place for the victim.
- 11.12 We recognise that, even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and are simply not being reported.

12 Mental Health

- 12.1 All staff are also 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.
- 12.2 Staff 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.
- 12.3 Staff recognise that where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences (ACEs) this can have a lasting impact throughout childhood/adolescence, and into adulthood.
- 12.4 Staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.
- 12.5 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the Safeguarding policy and speaking to the DSLs and/or DDSLs
- 12.6 The DSL/DDSL will decide appropriate action and ensure adequate support is put in place. This could involve being referred to the ELSA, Counsellor, or making a referral to an external agency.

13 Prevention

- 13.1 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.
- 13.2 The school community will therefore
 - 13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 13.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
 - 13.2.3 Ensure regular staff update training is undertaken (in person or online)
 - 13.2.4 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 13.2.5 Include safeguarding across the curriculum, including PSHEE, 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, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
 - 13.2.6 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
 - 13.2.7 Ensure that full and detailed information and assurances regarding the staff of external organisations have been obtained and checked for suitability before the supervision of our pupils takes place.
 - 13.3.8 Ensure all pupils and staff are made aware of online safety including accessing remote teaching/learning, especially as regards content, contact, conduct and commerce.

14 Health & Safety

- 14.1 Our Health & Safety Policy, Health & Safety Manual and School Educational Trips and Visits Policy reflect 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.

15 Review and Development

15.1 Procedure

This document will be reviewed annually by the Senior Management Team and Governing Board and as events or legislation change requires. The policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school
- Senior Management Team “drop ins” and discussions with children and staff
- 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 Senior Management Team and Governing Body to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of the nurture room (The Den) and lunchtime clubs

15.2 Links with other Policies

This policy should be read in conjunction with the following documents:

Anti-bullying Policy
Attendance Policy
Behaviour for Learning Policy
Curriculum Policy
E-Safety Policy
ICT Acceptable Use Agreement (Staff and Pupils)
Intimate Care Policy
KCSIE 2023
Lettings Policy
Low Level Concerns Policy
Health & Safety Policy and Manual
Missing and Uncollected Pupils Policy
PSHEE Policy (Prep and Senior)
RSE Policy (Prep and Senior)
Recruitment, Selection and Disclosure Policy
PSHE Policy (Prep and Senior)
School Educational Trips and Visits Policy
Staff Code of Conduct
Whistleblowing Policy
Working Together to Safeguard Children 2022

Appendix 1 - Recognising Signs of Child Abuse

CATEGORIES OF ABUSE for which all the school community are to be vigilant):

Abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. The following compiled information offers some general guidance on recognising signs but is not intended to be exhaustive. It recognises that there are further types of abuse (financial/material abuse or modern slavery, for example), and that the experiences of boys and girls may differ (particularly as regards Child Sexual Exploitation and Child Criminal Exploitation, for example) as may the indicators.

- **Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse need not be 'high level' to constitute abuse.

- **Emotional abuse**

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

- **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 via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect**

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

In addition, staff should be aware of the signs, indicators and effects of harmful sexual behaviours. Information is available from the following sources:

- [DfE: Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads \(December 2017\)](#)
- [NSPCC](#)
- [Brook Sexual Behaviours Traffic Light Tool](#)

RECOGNISING 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
- Mental Health issues (these could be a sign of prior abuse)
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation
- Child Criminal Exploitation
- Cyber Crime
- Evidence of Domestic Abuse
- Homelessness
- Involvement in County Lines and/or Gangs
- Radicalisation (both religious and political)

RISK INDICATORS

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

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

- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

RECOGNISING PHYSICAL ABUSE

The following are often regarded as indicators of concern:

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

Bruising

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

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

Bite Marks

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

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

Burns and Scalds

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

RECOGNISING EMOTIONAL ABUSE

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

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

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

RECOGNISING SIGNS OF SEXUAL ABUSE

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

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural. As part of training, staff are also provided with the following guidance for recognising the signs of abuse:

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age

- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

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

Child Sexual Exploitation

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.

Physical indicators

- Tiredness, mood swings
- Bruising
- Sexually transmitted diseases
- Pregnancy

Behavioural indicators

- Sudden decline in school performance, punctuality, attendance
- In possession of expensive goods
- Going to places you know they cannot afford
- Age-inappropriate clothing
- Inappropriate sexualised behaviour
- Secretive
- Mixing with older people

Female Genital Mutilation

Physical indicators

- Difficulty walking, sitting, standing
- Spend longer than normal in the bathroom
- Bladder or menstrual problems

Behavioural indicators

- May talk about a 'special procedure' or 'special occasion to become a woman'
- Abroad for a prolonged period
- Unusual absence
- Reluctant to undergo normal medical examinations

Radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

We might consider the following when looking for indicators, although no single checklist can be created in the case of radicalisation:

- Disclosure: e.g. writing, drawings, poems, accessing extremist material
- Expressions of support for terrorism: 'us' and 'them' language, justifying use of violence
- Personal crisis: family tension, sense of isolation, changes in friendship group, low self-esteem, questioning identity, family, faith, belonging
- Personal circumstance: migration, local community tension, a sense of grievance triggered by a personal experience e.g. of racism, discrimination

No list of abuse or neglect indicators can include all signs, and staff are advised to use their best judgement.

SEXUAL ABUSE BY YOUNG PEOPLE

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

Abusive sexual activity is characterised by behaviour involving coercion, threats, aggression together with secrecy, or where a participant relies on an unequal power base.

It may include sexually harmful behaviour by one child/young person to another through the sending of messages and images via the Internet (social networks such as Face book or YouTube), sexting (also known as youth-produced sexual imagery) via mobile phones etc., which are intimidating and are intended to frighten the other child. The damage inflicted by cyber-bullying via the internet can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm including self-harm.

Professionals must be aware of the legitimate concerns about the inappropriateness of placing labels upon children, given their developmentally immature status, for example, referring to a child as a 'young sex offender' or 'young abuser'. Therefore the use of terms such as 'young people with sexually

problematic or abusive behaviours' is considered more appropriate and accurate as it emphasises their developmental status first and foremost whilst acknowledging the behaviours that require attention.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

When there is suspicion or an allegation of a child having been sexually abusive to another child, it should be referred immediately to the Surrey Children's Services (MASH) or the Police Public Safeguarding Investigation Unit (SIU) (using 101) in accordance with the SSCP Contacts and Referrals Procedure.

It should be recognised that disclosure of sexually inappropriate or abusive behaviour by a child can be extremely distressing for parents or carers. They may react with disbelief and take on board some of the child's minimisation. It is therefore important that professionals help them through this process at an early stage so they can also help the child

It must be acknowledged that not all children displaying problematic, harmful or abusive sexual behaviour have been sexually abused themselves. They may have been living in highly sexual environments with few boundaries, or been exposed to sexual activity or information which is beyond their natural level of development and understanding, or live in violent chaotic family environments where there is little warmth and empathy. In general, the younger the child with this type of behaviour the more likely they are to have experienced or witnessed sexual activity.

RECOGNISING NEGLECT

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss

- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

RECOGNISING 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.

RECOGNISING THE BEHAVIOUR ASSOCIATED WITH RADICALISATION

As part of wider safeguarding responsibilities school staff will be alert to students:

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;

- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- Being in contact with extremist recruiters;
- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups;
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Appendix 2 –Honour Based Abuse, including Forced Marriage and FGM

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call the Forced Marriage Unit (Tel: 020 7008 0151 (Monday to Friday 9.00 am to 5.00 pm) or email: fm@fco.gov.uk). Out of hours the Unit can be contacted on 020 7008 1500 (ask for the Global Response Centre) or, in an emergency, call the Police emergency number 999.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

- ❖ FGM brings status/respect to the girl – social acceptance for marriage
- ❖ Preserves a girl's virginity
- ❖ Part of being a woman / rite of passage
- ❖ Upholds family honour
- ❖ Cleanses and purifies the girl
- ❖ Gives a sense of belonging to the community
- ❖ Fulfils a religious requirement
- ❖ Perpetuates a custom/tradition
- ❖ Helps girls be clean / hygienic
- ❖ Is cosmetically desirable
- ❖ Mistakenly believed to make childbirth easier

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the "at risk" communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be "cut" or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The "One Chance" rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/ colleges take action **without delay**. If you are worried that a girl or young woman is at risk of FGM or is a victim of FGM, contact the NSPCC FGM Helpline on 0800 028 3550 or fgmhelp@nspcc.org.uk. If girl or young woman is in immediate danger, contact the Police. If she has already been taken abroad, the Foreign and Commonwealth Office should also be contacted on 020 7008 1500.

Appendix 3 – Safeguarding Guidance for Staff and Visitors to Ewell Castle School

Our aim is to provide a safe and secure environment for our pupils, staff, volunteers and visitors. As a school we are committed to safeguarding and meeting the needs of young people and we hope this leaflet will provide some useful advice and information when working with everyone at Ewell Castle School.

Security of Pupils, Staff, Volunteers and Visitors

All members of staff will wear Photo identity badges with blue lanyards at all times. All visitors should report to Reception on arrival and sign the Visitors' Book. All visitors will be issued with a badge on a lanyard (Blue lanyard for regular visitors with DBS Certificate, Red lanyard for all others, Black lanyard for Governors) which should be worn and visible at all times.

What are my responsibilities?

All those who come into contact with young people through their everyday work, whether paid or voluntary, have a duty to safeguard and promote the welfare of young people. Everyone is responsible for immediately reporting any concern that a young person may be in need or at risk of harm.

Enhanced Disclosures

All staff and regular volunteers involved in a regulated activity will require a Disclosure and Barring Service Enhanced Certificate. This is to help ensure that unsuitable people are prevented from working with young people. If you do not have a Disclosure and Barring Service Enhanced Certificate, you are not allowed to work unsupervised with young people.

Safeguarding Advice for Staff, Volunteers and Visitors

Ewell Castle School has a Safeguarding Policy (copy on School website). All applicants for vacancies receive a copy of the Policy in their on-line application pack, and it is also included in Staff Guidance documentation available on the school system. Further copies are available from the PA to the Principal. This should be read in conjunction with KCSIE September 2023.

What should I do if I am worried about a pupil?

If you become concerned about:

- comments made by a pupil
 - marks or bruising on a pupil
 - changes in the pupil's behaviour or demeanour
- report these concerns immediately to one of the school's Designated Safeguarding Leads (DSL) or their Deputies.

If there is at any time a risk of immediate serious harm to a child, a referral should be made to children's social care immediately.

If a crime may have been committed the matter should be reported to the police.

What should I do if a pupil discloses that they are being harmed?

Although the likelihood of this is small, it is important to know what to do in such an eventuality, as young people rarely lie about such matters. Such disclosures must be treated with sensitivity and may include possible abuse by one or more persons (who may be pupils).

- Listen to what is being said without displaying shock or disbelief; accept what is being said
- Allow the pupil to talk freely
- Reassure the pupil, but do not make promises that might not be possible to keep
- Do not promise confidentiality but explain to the pupil that you have to tell the DSL or his Deputy in order that they can help him/her
- Do not interrogate the pupil or ask leading questions
- Reassure the pupil that it is not their fault
- Stress that it was the right thing to tell
- Listen rather than ask direct questions
- Do not criticise the alleged perpetrator

Immediately record details of the disclosure, including whenever possible the exact words or phrases used by the pupil, and give this information to a DSL to enable the matter to be dealt with in the most appropriate way. Please ensure you sign and date the record.

What should I do if the alleged abuser is a member of the school staff?

You should report such allegations to the Principal and/or a DSL. All allegations are reported to the LADO immediately and within one working day at the latest.

What should I do if the alleged abuser is the Principal?

You should report such allegations to the Chair of Governors. You may inform the Local Authority Designated Officer (LADO).

How do I assure that my behaviour is always appropriate?

- Maintain a professional approach towards pupils wherever and whenever you are in contact with them. Always be careful about touching pupils. Follow the Staff Code of Conduct.
- Social contacts outside school should be kept to a minimum. It is risky to use the same social venues as pupils.
- **Facebook and similar social networking sites:** as a professional who works with young people, you need to take extra care to ensure that you don't inadvertently make your personal information available to the young people or parents of young people with whom you work. This could leave you open to false allegations, misinterpretation, or the possibility of cyberbullying.
- Avoid as far as possible being alone and isolated with a pupil. If you are working with a pupil on his/her own always ensure that the door is left open or that you can be visible to others. Staff or volunteers should not give lone pupils lifts in their cars.
- Be aware that some pupils develop 'crushes' or tender feelings for members of staff, male and female. As soon as you suspect that you are the subject of a 'crush', speak to a colleague, your line manager, and/or the senior member of staff

responsible for the pupil. Openness is the best protection for all and secrecy the greatest risk.

- Mobile phones and tablets must not be used in any public areas of the school and may only be used in Staff Common rooms or Workrooms, offices and classrooms when no pupils are present.

If you ever feel that you are becoming susceptible to temptation in terms of an unprofessional relationship with a pupil, perhaps due to developments in your personal life which have left you emotionally vulnerable, you must seek help from a senior member of staff, your Professional Association or our School Counsellor, **before** matters go too far.

Preventing Radicalisation and Extremism

It is important that we protect young people from the dangers of radicalisation and extremism. It is always difficult to determine whether a young person is subject to or open to such pressures, however, changes in behaviour, verbal aggression, extreme viewpoints and intolerance are all signs that a young person may be encountering such pressures. Report any such concerns to the DSL immediately.

Protecting young people from the dangers of radicalisation or extremism is a safeguarding issue.

Please help us to safeguard the young people in our care by following these guidelines.

Key Staff

The Principal: Mr S Edmonds

Tel: 020 8393 1413 – Email: principal@ewellcastle.co.uk

Designated Safeguarding Leads (DSLs)

Mrs G Bean – Preparatory School Tel: 020 8394 3579

Email: G.bean@ewellcastle.co.uk

Mr S Leigh – Senior School Tel: 020 8393 1413

Email: s.leigh@ewellcastle.co.uk or

safeguarding.@ewellcastle.co.uk

Deputy DSLs:

Mrs S Fowler – Preparatory School Tel: 020 8394 3579

Email: s.fowler@ewellcastle.co.uk

Miss P Hernandez – Senior School Tel: 020 8393 1413

Email: p.hernandez@ewellcastle.co.uk

Mrs C Leeds – Preparatory School Tel: 020 8394 3579

Email: c.leeds@ewellcastle.co.uk

Mrs L Macallister – Preparatory School Tel: 020 8394

3579; Email: l.macallister@ewellcastle.co.uk

Mr B Woolford – Senior School Tel: 020 8393 1413

Email: b.woolford@ewellcastle.co.uk

Governor: Mrs P Hutchinson – Governor with oversight of Safeguarding at safeguarding.gov@ewellcastle.co.uk

If you have concerns about a child and are unable to contact the school, the contact details for Safeguarding at Surrey County Council are:

Duty Local Authority Designated Officer (**LADO**): 0300 123 1650 (for issues regarding adults working with children),

or the Surrey **MASH** (Multi Agency Safeguarding Hub) on 0300 470 9100 - operating 9.00 am - 5.00 pm.

The Surrey out of hours emergency team phone number is 01483 517 898. Alternatively seek advice from the NSPCC helpline on Tel: 0808 800 5000 Email: help@nspcc.org.uk

If you have concerns about radicalisation or extremism you should inform the DSL or call 101 (Surrey Police non emergency number) or Surrey MASH as above.



Safeguarding

Guidance for staff and visitors to Ewell Castle School

UPDATED September 2023

