

Claremont Fan Court School

POLICY: WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Policy Consultation and Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance '*Keeping Children Safe in Education*', DfE (September 2018).

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1. PURPOSE and AIMS

Claremont Fan Court School fully recognises its responsibility for safeguarding and promoting the welfare of children who are pupils at the school, in accordance with the DfE guidance *Keeping Children Safe in Education (September 2018) (KCSiE)* and *Working Together to Safeguard children (July 2018) (WtSC)*. All staff at Claremont Fan Court School are required to read at least Part 1, including Annex A, of the *KCSiE (September 2018)* document.

1.1 The purpose of Claremont Fan Court School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.**

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills and an understanding of British values. This is covered within the delivery of PSHEE (Personal, Social, Health and Economic Education) and Claremont's unique Character Education programme. Our age appropriate PSHEE curriculum tackles important issues such as healthy and respectful relationships, consent, gender roles, stereotyping, equality, body confidence and self-esteem and addressing cultures of sexual harassment.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with *Working Together to Safeguard Children (2018)*.

3. ROLES AND RESPONSIBILITIES

Pre-Preparatory and Nursery Schools

| Role | Name | Contact details |
|------------------------------------|---------------------------|---|
| Designated Safeguarding Lead (DSL) | Helen Hutton-Attenborough | Internal: 610 External: 01372 473610 |
| Deputy DSL | Eric Trump | Internal: 630 External: 01372 437630 |

Preparatory School

| Role | Name | Contact details |
|------------------------------------|---------------------------|---|
| Designated Safeguarding Lead (DSL) | Helen Hutton-Attenborough | Internal: 610 External: 01372 473610 |
| Deputy DSL | Eric Trump | Internal: 630 External: 01372 437630 |

Senior School

| Role | Name | Contact details |
|------------------------------------|------------|---|
| Designated Safeguarding Lead (DSL) | Eric Trump | Internal: 630 External: 01372 437630 |
| Deputy DSL | Sue Knight | Internal: 625 External: 01372 473625 |

Governing Body

| Role | Name | Contact details |
|-----------------------|-------------------|---|
| Safeguarding Governor | Andrew Sutherland | Internal: 602 External: 01372 473602 |
| Chair of Governors | Gordon Hunt | Internal: 602 External: 01372 473602 |

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.2 The Governing Body of Claremont Fan Court School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place, is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Surrey Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with *Working Together to Safeguard Children (2018)*;
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection (including online safety) and that they have a deputy trained to the same standard as the Designated Safeguarding Lead who has the deputy role explicit in their job description;
- All staff receive a safeguarding induction and are provided with a copy of this policy (which includes the safeguarding response to children who go missing from education), the Behaviour Policy and the Model Staff Code of Conduct For Staff;
- All staff undertake appropriate child protection training that is updated regularly;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education' DfE (September 2018)*;
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention;
- The Recruitment, Selection and Disclosures policy and procedure will recognise best practice in safeguarding;
- There are procedures in place for appropriate safeguarding responses to children who go missing from education.

3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At Claremont Fan Court School the Headteachers of the Pre-Preparatory and Nursery School, the Preparatory School and the Senior School are responsible for:

- Identifying a member of the senior leadership team to be Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff, trained to the same standard as the DSL, to act as the Deputy Designated Safeguarding Lead (DDSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Leads

3.6 The Designated Safeguarding Leads (DSLs) will carry out their roles in accordance with the responsibilities outlined in Annex B of '*Keeping Children Safe in Education*' (September 2018). The DSLs will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.7 The DSLs at Claremont Fan Court School will represent our school at child protection conferences and core group meetings. Through appropriate training, contextualised knowledge and experience our DSLs will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.8 The DSLs will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.9 The DSLs are responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding training materials. The DSLs are also responsible for overseeing and coordinating the School's implementation of the Government's Prevent counterterrorism duty, as described in the [*Revised Prevent Duty Guidance: for England and Wales*](#) (June 2015).

4. TRAINING and INDUCTION

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's Safeguarding Policy, Behaviour Policy and Model Staff Code of Conduct and will have our Designated Safeguarding Leads identified to them. They will also be instructed how to record and pass on safeguarding concerns.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, including FGM and possible radicalisation, and the statutory duty to report such abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Leads. At induction, all staff will also be provided with a copy of Part One and Annex A of *'Keeping Children Safe in Education' (September 2018)* which must be read and understood in the context of the School.

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Surrey Safeguarding Children Board (SSCB) advice.

4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is (see Appendix 2).

4.5 The DSLs and Deputy DSLs will attend Designated Safeguarding Lead refresher training every two years and other appropriate courses to assist them in their duties.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Annex A in Part One of *'Keeping Children Safe in Education' (September 2018)* provides links to guidance on specific safeguarding issues such as peer-on-peer abuse, child sexual exploitation and female genital mutilation. The DSLs will also organise regular safeguarding updates for staff.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Claremont Fan Court School adheres to child protection procedures that have been agreed locally through the SSCB.

5.2 Every member of staff, including volunteers working with children at our school, are advised to maintain an attitude of ***'it could happen here'*** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in

accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 In cases where abuse by one or more pupils against another pupil results in 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' staff at this School will refer such abuse to the Surrey Children's Safeguarding Board. All children involved, whether perpetrator or victim, will be treated as "at risk".

5.5 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.6 The DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.7 All concerns about a child or young person should be reported without delay and recorded in writing, preferably using the agreed template (see Appendix 1) or by logging an incident on CPOMS.

5.8 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.9 All referrals will be made in line with Surrey Children's Services procedures as outlined in Appendix 3.

5.9.1 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services or to the Channel programme for cases of possible radicalisation (as appropriate) immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.9.2 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.9.3 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern in writing. They should ensure that the record is signed and dated. Any concerns should be passed to the DSL without delay.

6.2 Any information recorded will be kept in a separate named file, in a secure cabinet or on CPOMS and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. This will be separate from the pupil's school file. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

6.5 In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

7. WORKING WITH PARENTS AND CARERS

7.1 Claremont Fan Court School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive

information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Two sets of emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The School will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8. CHILD PROTECTION CONFERENCES

8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using the guidance provided by Children's Services. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject

to a child protection plan. Our responsibility is to promote the protection and welfare of all children, especially children in need, and our aim is to achieve this in partnership with our parents.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body and at least one member of each Interview Panel have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (September 2018) and the School's Recruitment, Selection and Disclosures Policy and Procedure.

9.2 At Claremont Fan Court School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview for teaching staff and at time of offer for all other staff. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's Model Staff Code of Conduct at induction. They will be expected to know our school's Code of Conduct and Technology Usage Policy and Procedure for Staff and carry out their duties in accordance with this advice.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)', *Safer Recruitment Consortium, 2015*. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

10.5 Visiting speakers, whether invited by staff or pupils, will be supervised at all times by a member of the teaching staff to ensure that they are not putting pupils at risk from radicalisation or being drawn into terrorism or extremist activity.

11. MANAGING ALLEGATIONS AGAINST STAFF and VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of '*Keeping Children Safe in Education*', DfE (September 2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 0300 123 1650.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher or Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 0300 123 1650.

11.7 The School has a legal duty to refer to the Disclosure and Barring Service and TRA anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

11.8 There are restrictions on the reporting or publishing of allegations against teachers and Claremont Fan Court School will make every effort to maintain confidentiality and guard against unwanted publicity and comply with these restrictions which apply up to the point where the accused person is charged with an offence.

11.9 In the Early Years Foundation Stage in the Pre-Prep and Nursery, regular Supervision Meetings take place. These meetings are documented and filed in a confidential manner. See EYFS Supervision Policy for further details.

12. RADICALISATION AND EXTREMISM

12.1 Since 2010, when the Government published the Prevent Strategy (*Revised Prevent Duty Guidance for England and Wales, June 2015*), there has been an awareness of the specific need 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.

12.2 Claremont Fan Court School 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.

12.3 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. Claremont Fan Court School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

12.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

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

12.6 The school governors, the Headteacher and the 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.

Response

12.7 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/ or to the DSL. They should then follow normal safeguarding procedures. If a crime has been committed, then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 (see Appendix 3 Local Safeguarding Referral Procedures). The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

12.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

13. E-SAFETY

13.1 All children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

13.2 The school's Technology Usage Policy and Procedure for Pupils and Parents explains how we try to keep children safe in School.

13.3 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures and Discipline Code.

13.4 The term 'sexting' is a derivation of 'texting' but relates to the sending of indecent images, videos and or written messages with sexually explicit content. These are created and sent via electronic communication devices such as mobile phones, tablets, laptops and desktop computers. They are often 'shared' via social network sites and instant messaging services.

13.5 Claremont Fan Court School deems sexting as inappropriate and unsafe behaviour which threatens the social, emotional and/or physical safety of pupils. Although sexting is typically voluntary at first, it raises many serious legal and social concerns, especially when the images are spread beyond the control of the sender. Sexting can result in humiliation, bullying and harassment of pupils. The school has a responsibility to prevent sexting and the dissemination of inappropriate or offensive material and to educate both pupils and staff about both the legal and social dangers of sexting. This is undertaken through PSHEE lessons, assemblies and parent talks.

13.6 Sexting potentially breaches several civil laws concerned with the creation, possession and distribution of child pornography and indecent images. These images which show partial (where breasts or genitals are exposed) or full nudity

and/or feature sexual acts being performed. It is illegal for pupils to make and or share images such as these, even if they are images of themselves, which have been taken personally or with consent. Pupils who engage in sexting (to any extent) are at risk of receiving a police caution and/or being placed on a register for sexual offenders for a period of several years (which can have ramifications in adulthood with regards to employment, travel etc.). Sexting can also (in some cases) be viewed as a crime under the Malicious Communications Act.

13.7 Sending explicit and/or offensive images or messages by mobile or internet (including sexting) is therefore identified as a level 3 misdemeanour on the School's Discipline Code. The misuse of ICT, such as sexting, inappropriate comments on social media, being the victim of cyber-bullying and on-line grooming, are all potential welfare concerns and identified as such in this Safeguarding Policy.

13.8 Sexting incidents are often complicated as they potentially involve a large number of pupils and those involved could be victims or perpetrators or both. Depending on the specific circumstances and gravity, the incident will be investigated on the discipline-safeguarding continuum. Any suspected sexting incidents must be reported to the Designated Safeguarding Lead (or their deputy).

13.9 Although all staff are by law permitted to search pupils without consent if they have reasonable suspicion that they may have prohibited items in their possession, such as pornography, they may put themselves at risk of allegations by attempting to deal with this issue or by viewing indecent images themselves, so this is an investigation that should be carried out by the Designated Safeguarding Lead, Headteacher or the Deputy Safeguarding Lead. Under no circumstances should sexting images be forwarded, copied or printed as this could inadvertently breach rules on the sending of pornographic or indecent material.

14. TYPES OF ABUSE

14.1 To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

14.2 Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

14.3 There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect (Definitions taken from *Working Together to Safeguard Children*):

14.4 **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.

14.5 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 from 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.

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

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

15. SPECIFIC SAFEGUARDING ISSUES

15.1 All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

15.2 All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual

assaults and sexting. Staff should be clear as to the School's policy and procedures with regards to peer on peer abuse (see section 17 below).

15.3 *Keeping Children Safe in Education (September 2018)* identifies the following specific safeguarding issues and provides links to further information from government and professional organisations:

- Bullying, including cyberbullying
- Children and the court system
- Children with family members in prison
- Children missing education
- Children missing from home or care
- Child sexual exploitation (CSE)
- County lines
- Domestic abuse and violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Hate
- Homelessness
- Mental health
- Missing children and adults
- Peer on peer abuse
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Sexual violence and sexual harassment
- Trafficking

Some of these safeguarding issues are addressed in separate school policies, e.g. Mental Health (see paragraph 21).

16. INDICATORS OF ABUSE

16.1 Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

16.2 Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

16.3 A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

16.4 Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

17. PEER ON PEER ABUSE

17.1 Peer on peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer on peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

17.2 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

17.3 Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Claremont Fan Court School will not dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys". Sexual violence and

harassment includes behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.

17.4 Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

17.5 Children with Individual Needs are more likely to be abused than their peers and any reports of abuse involving pupils with IN will be investigated by the DSL and Head of IN working in collaboration.

17.6 Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

17.7 Sexual violence includes rape, assault by penetration and sexual assault. A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. A child under the age of 13 can never consent to any sexual activity. The age of consent is 16. Sexual intercourse without consent is rape.

17.8 Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

17.9 We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others (peer to peer abuse) and their behaviour will be dealt with under the School's behaviour policy. Allegations of peer to peer abuse will be investigated by the DSL making use of the guidance provided in *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, DfE (May 2018)*.

17.10 As a school we minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHEE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe. Our age appropriate PSHEE curriculum tackles important issues such as

healthy and respectful relationships, consent, gender roles, stereotyping, equality, body confidence and self-esteem and addressing cultures of sexual harassment. It is also addressed through the delivery of our Character Education programme.

17.11 Signs that a child are a victim of peer on peer abuse are similar to those of other types of abuse (see 16.3 above). The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff should be alert to behaviour that might cause concerns, think about what the behaviour might signify, encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, engage with their parents/carers so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

17.12 If a pupil reports that they may have been a victim of sexual violence or harassment it is essential that they are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

17.13 Staff should respond to disclosures of this nature as they would any other safeguarding concern and as described previously in this policy. Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. The DSL (or their deputy) should be notified as soon as is practically possible.

17.14 The DSL will liaise with colleagues in other schools, the police, social services and other agencies as deemed necessary. Unless doing so would put the victim at risk, they will also inform the pupil's parents.

17.15 The School will do all it can to protect the anonymity of **any** children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

17.16 When there has been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (written or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all our

pupils and students and putting adequate measures in place to protect them and keep them safe.

17.17 When deciding what action to take, the DSL will consider:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- is the alleged incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, or school staff?
- and other related issues and wider context.

17.18 Support for, and safeguarding of, the victim and alleged perpetrator will be undertaken by the DSL and his/her team in line with the guidance contained in *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, DfE (May 2018)*. This will include consideration of how to manage situations when the victim and alleged perpetrator might come into contact with each other (e.g. in lessons, using school transport, etc.). The school will do everything it reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

18. FEMALE GENITAL MUTILATION (FGM)

18.1 Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (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.

19. THE USE OF 'REASONABLE FORCE'

19.1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

19.2 When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, the school will try to reduce the occurrence of challenging behaviour and the need to use reasonable force.

20. CHILDREN MISSING IN EDUCATION

20.1 Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

20.2 This school will enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, we will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

20.3 Pupils' attendance will be monitored through the daily register on SIMS. Absences will be followed up promptly (see Lost Child Procedure) and persistent poor absence will be referred to the local authority.

20.4 Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

20.5 This schools will notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations (*Children Missing Education, 2016*), as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register (this duty does not apply at standard transition points – where the pupil has completed the school's final year – unless the local authority requests for such information to be provided).

21. RELEVANT POLICIES

21.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-bullying
- Behaviour

- Confidentiality
- Drug and Substance Education and Misuse
- Recruitment
- Whistle-blowing
- Attendance
- Lost child policy
- Technology Usage Policy and Procedure for Staff (including Use of cameras and recording equipment and pupil images by staff, including EYFS)
- Technology Usage Policy and Procedure for Pupils and Parents (including e-safety)
- Health and Safety statement
- Pupils with medical needs
- Mental Health
- First aid
- Educational visits
- Induction of newly appointed staff in child protection
- Arrivals policy for temporary staff
- Disability and accessibility
- Pastoral care and pupils support
- EYFS Supervision Policy

22. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- [*'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE \(2018\)*](#)
- [*'Keeping Children Safe in Education', DfE \(September 2018\)*](#)
- [*Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings, Safer Recruitment Consortium \(2015\).*](#)
- [*Revised Prevent duty guidance: for England and Wales, July 2015*](#)
- [*Sexual violence and sexual harassment between children in schools and colleges, DfE \(May 2018\)*](#)
- [*Use of Reasonable Force - Advice for headteachers, staff and governing bodies, DfE \(July 2013\)*](#)
- [*Children Missing Education, DfE \(September 2016\)*](#)

September 2018

Claremont Fan Court School



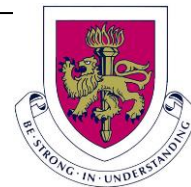
Appendix 1: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors should complete this form and pass it to the Designated Safeguarding Lead if they have a safeguarding concern about a child in our school.

| Full name of child | Date of Birth | Tutor/Form group | Your name and position in school |
|--------------------|---------------|------------------|----------------------------------|
| | | | |

| Nature of concern/disclosure | |
|---|---------------------------------------|
| Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said. | |
| Was there an injury? Yes / No | Did you see it? Yes / No |
| Describe the injury: | |
| Have you filled in a body plan to show where the injury is and its approximate size? NB: You should only view parts of the child's body which are normally visible. Yes / No | |
| Was anyone else with you? Who? | |
| Has this happened before? | Did you report the previous incident? |
| Who are you passing this information to? Name: | Date: |
| Position: | Time: |
| Your signature: | |
| Date: | |

Action taken by DSL



Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

Integrated
Youth Service

Parents

Other

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

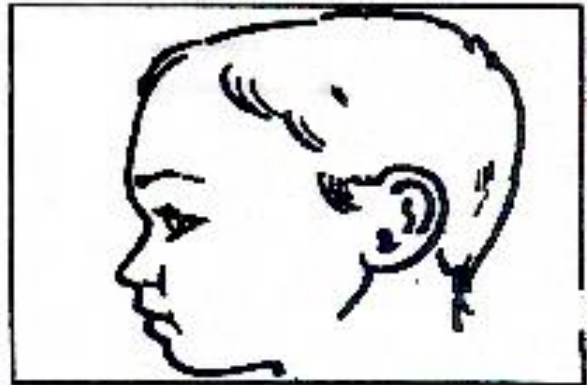
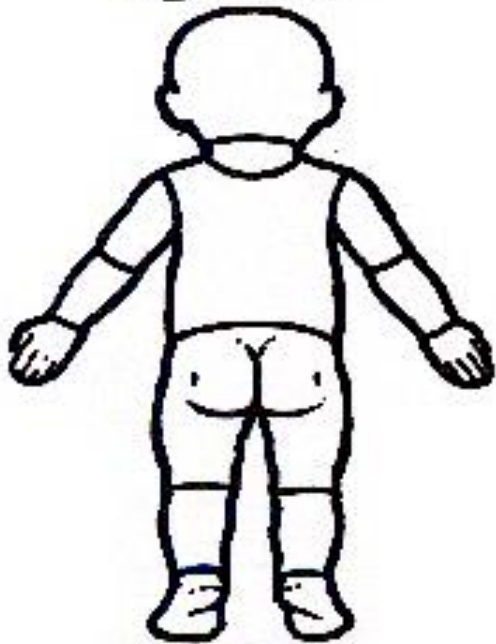
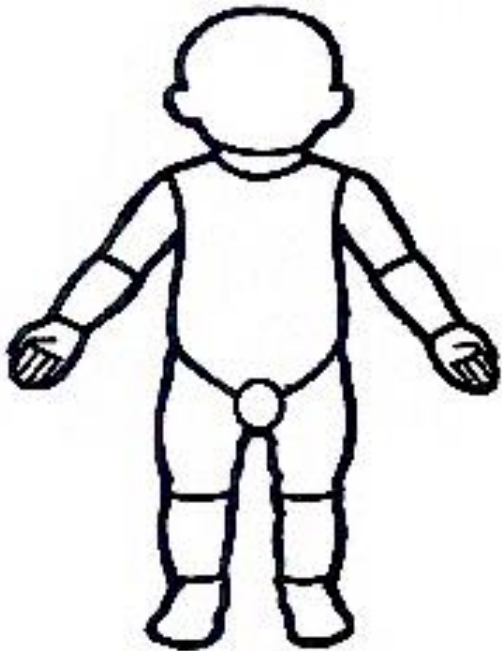
e.g. School to instigate a Family Support Process, assessment by Children's Services

Full name:

DSL Signature:

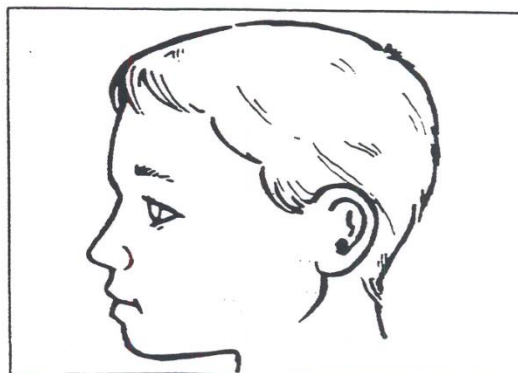
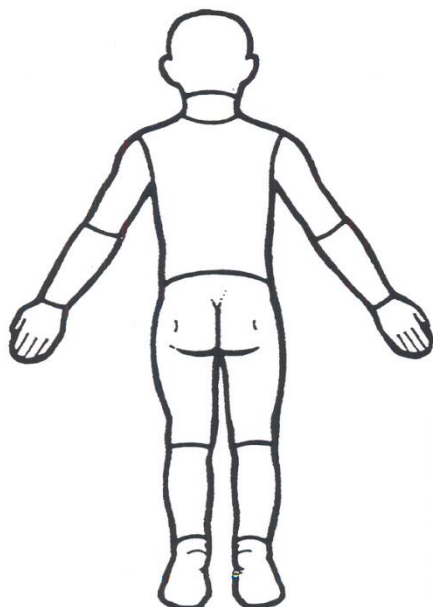
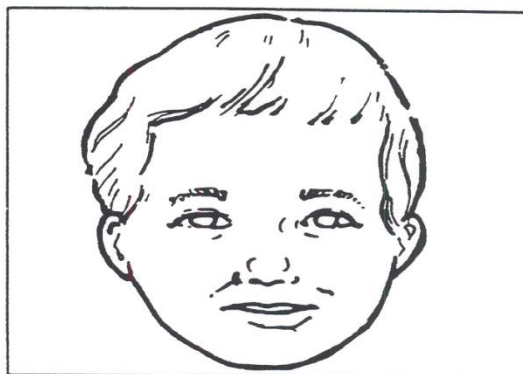
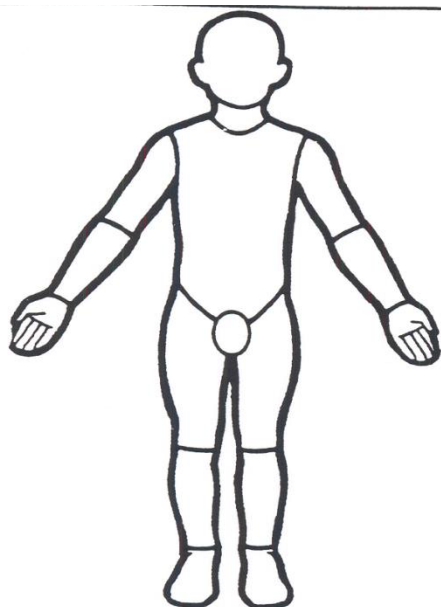
NB: You should only view parts of the child's body which are normally visible.

Young Child



Older child

NB: You should only view parts of the child's body which are normally visible.



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Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.



We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

At induction, all staff will also be provided with a copy of Part One and Annex A of *'Keeping Children Safe in Education'* (September 2018) which must be read and understood in the context of the School.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the Deputy post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the School Secretary. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 0300 123 1650. The people you should talk to in school are:

| | Pre-Prep and Nursery | Prep School | Senior School |
|---------------------------|---------------------------|---------------------------|---------------|
| DSL | Helen Hutton-Attenborough | Helen Hutton-Attenborough | Eric Trump |
| Contact Number (internal) | 610 | 610 | 630 |
| Contact Number (external) | 01372 473610 | 01372 473610 | 01372 473630 |
| Deputy DSL | Eric Trump | Eric Trump | Sue Knight |
| Contact Number (internal) | 630 | 630 | 625 |
| Contact Number (external) | 01372 473630 | 01372 473630 | 01372 473625 |

Chair of Governing Body: Gordon Hunt

Contact Number: 01372 473602

Appendix 3: Local Safeguarding Referral Procedures

The point of contact when you have concerns about a child will depend on the home address of the child. Most of our pupils live in Surrey but some live in the London boroughs of Merton, Richmond or Kingston.

Surrey

If you are concerned about the safety of a child, you can contact the Surrey Multi-Agency Safeguarding Hub on: 0300 470 9100 – Monday to Friday from 9am to 5pm.

Outside of these hours, call on 01483 517898 to speak to the [emergency duty team](#). In an emergency where you are concerned for the child's immediate safety you should call [Surrey Police](#) on 999.

The Multi-Agency Safeguarding Hub

Monday to Friday from 9am to 5pm

The Multi-Agency Safeguarding Hub (MASH) responds to initial enquiries about children, young people and adults.

The MASH is based at Guildford Police Station and combines Children's Service social workers, Adult's Service social workers, and health and police staff.

If you have a concern about a child, young person or adult, please contact the Surrey MASH:

- Phone: 0300 470 9100
- Email: cs mash@surreycc.gov.uk
- [Learn more about the Surrey MASH](#)

Emails are dealt with during normal office hours.

Local Authority Designated Officer (LADO)

If you have an allegation or child protection concern about a member of staff or adult working with children which indicates that they have:

1. behaved in a way that has harmed a child, or may have harmed a child
2. possibly committed a criminal offence against or related to a child: or
3. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

Choose the option (option 3) to be put through to a Local Authority Designated Officer LADO who will advise on threshold for police/social care or internal investigation, and next steps

Monday to Friday from 9am to 5pm

The LADO Service manages allegations against individuals who work or volunteer with children in Surrey. If you have a concern regarding someone who works with children please contact the LADO on 0300 123 1650 or LADO@surreycc.gov.uk.

You can also go directly to:

North East Referral Hub: 0300 123 1610

This number provides options to speak to an allocated social worker where the child is a known open case, to report concerns about a child, for practitioners needing advice or to discuss a concern, or to contact the LADO where a concern has been raised about an adult working with children.

NERAIS@surreycc.gov.uk

secure email:

nerais@surreycc.gcsx.gov.uk

Access the SSCB Surrey Child Protection Procedure Manual, multi-agency training, guidance, summaries of Surrey serious case reviews etc. from the SSCB page www.surreycc.gov.uk/safeguarding

Providing help at an early stage

The **Early Help Assessment** now replaces the CAF, and the early Help Partnership Service (previously the CAF Team) can help you, supporting enquiries and the Lead Professional on 0208 541 9282.

Join your local Early Help Network at earlyhelpnetwork@surreycc.gov.uk

Further details at www.surreycc.gov.uk/earlyhelp

If you are looking for services to support a child, young person, or their family try:

The Surrey Family Information Service, a free internet, telephone and outreach service providing information advice and assistance to parents of children 0-19, and young people up to 25 years where they have a disability or special educational needs. www.surreycc.gov.uk/fis

Family Information Directory www.surreycc.gov.uk/directory email surrey.fis@surreycc.gov.uk or telephone 0300 200 1004 Mon-Fri 8am-6pm

Further guidance for schools and colleges at www.surreycc.gov.uk/learning/teachers-and-education-staff/education-safeguarding/information-for-designated-child-protection-officers

Channel contact details:

Lee Sawkins

Prevent Coordinator, Surrey Police

Phone: 101 extension 30910 Mobile: 07967 986388

Email: Lee.Sawkins@surrey.pnn.police.uk

Woking and North Surrey Channel contact:

David Stewart

Email: David.stewart@surrey.pnn.police.uk

Merton

Urgent referrals relating to Child Protection

If you believe that urgent action is needed because, for example, a child is in immediate danger or needs accommodation (upper Level 3 of the Merton

Wellbeing Model), phone the MASH on **020 8545 4226** or **020 8545 4227** (Out of hours: **020 8770 5000**) and give as much information as you can.

Your information will be passed immediately to the manager who will make a decision on the risk level and acknowledge this with you within one hour. You must follow up your telephone call by sending a completed Child Protection Referral form to the MASH within 24 hours.

The Child Protection Referral form is available for download or printing at www.merton.gov.uk/casa-forms

Other Child Protection concerns

If you have a Child Protection concern but urgent and immediate action is not needed (lower Level 3 of the Merton Wellbeing Model), you must complete a Child Protection Referral form in as much detail as possible and send it to the MASH at mash@merton.gov.uk.

The Child Protection Referral form is available for download or printing at www.merton.gov.uk/casa-forms.

LADO

Email: lado@merton.gov.uk

Tel: 020 8545 3179

Kingston and Richmond

You can tell us about a child, young person or parent/carer that needs support in some way by contacting our Single Point of Access Team (SPA) on (020) 8547 5008. You may be concerned about the child's developmental needs, issues that the parent/carer is experiencing, or you may suspect a child is being neglected or subjected to physical, sexual, or emotional abuse.

Please note - [our on-line referral form](#) is provided by the London Borough of Richmond as part of our joint services provided by Achieving for Children. You will be taken to a page on the website <https://www.richmond.gov.uk>.

You can also call us for initial advice and guidance. In some cases it's important to contact us before completing the form so we can respond to the child's needs quickly, especially if you're concerned that the child is at risk.

- **call us between 8am-6pm Monday to Friday**
- **or call the out of hours duty team (evenings and weekends) on (020) 8770 5000**

LADO

The LADO for Kingston and Richmond can be contacted via the Single Point of Access (see above).

NSPCC Whistle Blowing Advice Line

The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

If you think an organisation is putting children at risk, even if you're not certain, call us today to talk through your concerns.

Call 0800 028 0285

Email help@nspcc.org.uk

Appendix 4: INDICATORS OF VULNERABILITY TO RADICALISATION

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

2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

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

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

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- 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.

Appendix 5: EARLY YEARS STAFF SUPERVISION POLICY AND PROCEDURE

Introduction

The introduction of supervision meetings into the early year's field is a consequence of the recommendations contained in the serious case review into Little Ted's Nursery in Plymouth in 2010.

Recommendations for supervision of staff were picked up in the Tickell Review of the EYFS. (*Tickell, C. The Early Years: Foundations for life, health and learning*).

Supervision is primarily a tool to support the management of practice. Where successful, it should provide practitioners with a route through which to raise any professional queries, to discuss career progression, to clarify roles, responsibilities and work tasks, to support performance management and to build their confidence in supporting children's development. It should also be an opportunity for practitioners to raise any concerns that they might have about children in their care, and to receive support to help them deal with difficult or challenging situations at work.

The aim of supervision is to allow staff and their supervisors to:

- Discuss challenges, concerns, issues and difficulties
- Ensure every child's safety and wellbeing
- Develop practice and competencies
- Explore feelings and emotional impact
- Review work/workload
- Identify solutions to concerns and issues.

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff improve the quality of the work they do. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practices.

Statutory Framework

In accordance with the revised Statutory Framework for the Early Years Foundation Stage 2012 staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements, clause 3.19 is as follows:

***3.19** Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.*

Key Responsibilities for Individuals Carrying Out Supervision

- Sessions should be organised in advance and arrangements will be changed only in exceptional circumstances
- Meetings should be well-structured, allowing both the supervisor and the supervisee to contribute to the meeting
- An appropriate place will be selected for the meeting that is free from interruptions
- All the areas included within the supervision policy will be covered.
- The meeting will be recorded accurately and a copy will be provided for the supervisee.

Key Messages for Supervisees

For everyone to gain the maximum benefit from supervision, it is essential that supervisees:

- Prepare for each meeting by reviewing notes and thinking about the issues to discuss
- Are ready to share their thoughts and ideas in the meeting
- Talk openly about what has gone well and what has been challenging
- Are prepared to plan and undertake training and other development activities as agreed with their supervisor
- Read and agree the notes from the meeting and carry out any required actions.

Suitability to Work with Children

Supervision meetings offer a regular opportunity for members of staff to declare any criminal offences since their last DBS or any reason or incapability to work with children. Disqualification from working with children includes living in a household with a person that is disqualified.

Significant information will be recorded as a declaration on the individual member of staff's supervision form.

Completing the Written Record of the Supervisory Meeting

Every supervisory meeting will result in an agreed written record of what has been discussed and what actions should be taken next. Notes will be taken by the supervisor and then written up at a later date, or a handwritten record of the meeting will be completed as the meeting progresses. The record will include points for action with clear timescales and identified responsibilities. The supervisor and supervisee should agree on the content as an accurate record of the meeting, by both individuals signing and retaining a copy of the notes for future reference.



Staff Supervision Meeting Record

| | |
|---|-------------------------|
| Supervisor Name | |
| Supervisee Name | |
| Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Monthly | Date of meeting: |

| Issues Discussed | Actions/Notes | Due by |
|-------------------------|----------------------|---------------|
| | | |
| | | |
| | | |
| | | |

| Any Training and Development Needs Identified | Actions/Notes | Due by |
|--|----------------------|---------------|
| | | |
| | | |

| Support required from Supervisor | Actions/Notes | Due by |
|---|----------------------|---------------|
| | | |
| | | |

| | |
|-----------------------------|--|
| Signed by Supervisee | |
| Date | |
| Signed by Supervisor | |
| Date | |