



REIGATE GRAMMAR SCHOOL



REIGATE ST MARY'S  
PREPARATORY AND CHOIR SCHOOL

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# Safeguarding Policy

## Including Early Years Foundation Stage

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<b>ISI Code:</b>	7a Safeguarding Policy
<b>Policy Author:</b>	Sarah Arthur, Deputy Head
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## Concerned about a child?

If you have concerns about the safety of a child, you should act immediately.

1. Speak to the DSL or one of the Deputy DSLs straight away and follow this up with a referral on *My Concern*
2. If you cannot speak to one of the DSL team, you must take action yourself by contacting MASH (see below) or in the event of an emergency where a child is at risk of immediate harm, dial 999.

*There is further information in the policy about how to respond to a disclosure.*

## Important Contact Details for Use by Anyone with Concern

The Surrey Multi-Agency Safeguarding Hub (MASH) is the single point of contact for reporting concerns about the safety of a child, young person, or adult.

### MASH

Tel: 0300 470 9100

Email: [csmash@surreycc.gov.uk](mailto:csmash@surreycc.gov.uk)

### Emergency Out of Hours Duty Social Care Team:

Tel: 01483 517898

### Early Help Co-ordination Hubs

South East Hub (Tandridge, Reigate & Banstead, Mole Valley):

Tel: 01737 733944

Email: [earlyhelpclubse@surreycc.gcsx.gov.uk](mailto:earlyhelpclubse@surreycc.gcsx.gov.uk)

### DFE advice and support about extremism

Tel: 020 7340 7264

Email: [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

### Local Authority Designated Officer (LADO)

Tel: 0300 123 1650

or 0300 200 1006

Email: [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk)

### Surrey Safeguarding Board

[www.surreyscb.org.uk](http://www.surreyscb.org.uk)

### Notification of Child Death (SSCB)

Tel: 01372 833319

### Forced Marriage Unit (including for advice about FGM)

Tel: 020 7008 0151

**Please contact Surrey police via 101 or if concerned for a child's immediate safety call 999**

## Reigate St Mary's Preparatory and Choir School Key Staff (Tel: 01737 244880)

<b>Headmaster</b>	<b>Marcus Culverwell</b>	<a href="mailto:headmaster@reigatestmarys.org">headmaster@reigatestmarys.org</a>
<b>Designated Safeguarding Lead (DSL)</b>	<b>Andrea Gower</b> Assistant Head	<a href="mailto:ajg@reigatestmarys.org">ajg@reigatestmarys.org</a>
<b>Early Years Designated Safeguarding Lead</b>	<b>Sam Selkirk</b> Early Years and Key Stage I	<a href="mailto:sas@reigatestmarys.org">sas@reigatestmarys.org</a>
<b>Deputy Designated Safeguarding Lead</b>	<b>Sarah Page</b> Year I Class teacher	<a href="mailto:sjp@reigatestmarys.org">sjp@reigatestmarys.org</a>
<b>Deputy Designated Safeguarding Lead</b>	<b>Sarah Woodcock</b> Green Shoots Class teacher	<a href="mailto:swo@reigatestmarys.org">swo@reigatestmarys.org</a>
<b>Online Safety Coordinator</b>	<b>Simon Williams</b> Head of Digital Strategy	<a href="mailto:swi@reigatestmarys.org">swi@reigatestmarys.org</a>

## Reigate Grammar School Key Staff (Tel: 01737 222231)

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<b>Designated Safeguarding Lead (DSL)</b>	<b>Sarah Arthur</b> Deputy Head	<a href="mailto:sja@reigategrammar.org">sja@reigategrammar.org</a>
<b>Deputy Designated Safeguarding Lead</b>	<b>Mary-Ann Collins</b> Senior Deputy Head	<a href="mailto:mac@reigategrammar.org">mac@reigategrammar.org</a>
<b>Deputy Designated Safeguarding Lead</b>	<b>Nick Lobb</b> Online Safety Coordinator Designated Teacher for Children Looked After	<a href="mailto:njl@reigategrammar.org">njl@reigategrammar.org</a>

## Governor Responsibilities for Child Protection and Safeguarding at RGS and RSM

<b>Chair of Governors</b>	<b>Mr James Dean</b>	01737 222231 (RGS) 01737 244880 (RSM) <a href="mailto:chairman@reigategrammar.org">chairman@reigategrammar.org</a>
<b>Lead Governor</b>	<b>Mr Luke Herbert</b>	01737 222231 (RGS) 01737 244880 (RSM)

## Contents

Concerned about a child?	2	18. Sexual violence and sexual harassment between children in schools	26
Important Contact Details for Use by Anyone with Concern	2	19. Anti-Bullying/Cyberbullying	28
Reigate St Mary's Preparatory and Choir School Key Staff (Tel: 01737 244880)	3	20. E-Safety	29
Reigate Grammar School Key Staff (Tel: 01737 222231)	3	21. Racist Incidents	29
Governor Responsibilities for Child Protection and Safeguarding at RGS and RSM	3	22. Radicalisation and Extremism	29
Safeguarding Statement: <b><i>It could happen here</i></b>	5	23. Indicators of vulnerability to radicalisation	30
Terminology	5	24. Domestic Abuse	31
1. Introduction	6	25. Child Sexual Exploitation (CSE)	31
2. Policy Principles and Values	6	26. Child Criminal Exploitation and Gangs	32
3. Policy Aims	6	27. Youth Produced Sexual Imagery (Sexting)	32
4. Supporting Children	7	28. Female Genital Mutilation (FGM)	34
5. Prevention/Protection	8	29. Forced Marriage	34
6. Safe School, Safe Staff	8	30. Honour-Based Violence	34
7. Roles and Responsibilities	10	31. One Chance Rule	35
8. Confidentiality and Sharing Information	14	32. Private Fostering Arrangements	35
9. Child Protection Procedures	15	33. Children Looked After	35
10. If Staff are Concerned about a Child's Welfare	15	34. Children Missing Education	35
11. Early Help	16	35. Pupils Missing Out of Education	36
12. Child Protection Procedures Flowchart	18	36. School Attendance and Behaviour	36
13. Dealing with Disclosures	19	37. Restrictive Physical Intervention	37
14. Allegations against Staff	20	38. Whistleblowing	37
15. What is child abuse?	21	39. Children who are particularly vulnerable	37
16. What is abuse and neglect?	21	40. Mobile Devices and Photography/Videos	38
17. Indicators of Abuse	22	Further Advice on Safeguarding and Child Protection	38
		Appendix I: Brook Sexual Behaviours Traffic Light Tool	39
		Safeguarding Policy Declaration	42

## Safeguarding Statement: *It could happen here*

This is a joint policy across both schools: Reigate Grammar School and Reigate St Mary's including the Early Years Foundation Stage. This policy therefore covers the welfare of children aged from 2-18 years. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

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

## Terminology

**Safeguarding** and promoting the welfare of children is defined as:

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

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

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

**Child** includes everyone under the age of 18.

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

**Early Help** means working with families and where appropriate other agencies to offer the right support at an early stage before a small need becomes a bigger one.

**MASH** refers to the Surrey Multi-Agency Safeguarding Hub

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

**Surrey Safeguarding Children Board (SSCB)** includes all organisations who work in partnership to safeguard children and young people in Surrey, including Surrey County Council, Surrey Police, the NHS and Schools.

**A child in need** is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development; or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

**Children suffering or likely to suffer significant harm.** Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

## 1. Introduction

- 1.1. This policy has been developed in accordance with the principles established by the **Children Acts 1989 and 2004**; the **Education Act 2002**, and in line with the following government publications: *Working Together to Safeguard Children, 2018* and *What to do if you are Worried a Child is Being Abused, 2015*.

The guidance has regard to: *Keeping Children Safe in Education Part 1 (KCSiE), 2018*; *Prevent Duty Guidance (including Departmental advice for schools and childminders) 2015*; and *Surrey Safeguarding Children Board (SSCB) Child Protection Procedures*<sup>1</sup>.

We also have regard to: *Disqualification under the Childcare Act, 2006 (September 2018)*; *Teacher Standards, 2011*; *SCC Children Missing Education*; *SCC Touch and use of physical intervention when working with children and young people*; *Information Sharing 2018*; *FGM Act 2003 Mandatory Reporting Guidance 2016* and *The Use of Social Media for On-Line Radicalisation 2015*.

- 1.2. The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 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.
- 1.3. This policy applies to all members of staff and governors in the school.

## 2. Policy Principles and Values

The welfare of the child is paramount and RGS and RSM understand its duty to consider at all times the **best interests of the child**; and to **take action to enable all children to have the best outcomes**.

- 2.1. Children have a right to feel safe and secure: they cannot learn effectively unless they do so.
- 2.2. All children have a right to be protected from harm and abuse, this means that all children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- 2.3. All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.
- 2.4. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- 2.5. Whilst the school will work openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child's best interests.
- 2.6. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.7. Pupils and staff involved in child protection issues will receive appropriate support.

## 3. Policy Aims

- 3.1. To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- 3.2. To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.

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<sup>1</sup> The SSCB Child protection Procedures are only available online at <http://surreyscb.procedures.org.uk/>

- 3.3. To enable the school to effectively contribute to Early Help, assessments of need and support for those children.
- 3.4. To provide robust school systems and procedures that are followed by all members of the school community in cases of suspected abuse.
- 3.5. To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.
- 3.6. We comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in February 2015.
- 3.7. 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.
- 3.8. To emphasise the need for good levels of communication between all members of staff.
- 3.9. 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)<sup>2</sup> and a single central record is kept for audit.

#### 4. Supporting Children

- 4.1. We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.
- 4.2. We recognise that the school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all children by:
  - Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the school.
  - Responding sympathetically to any requests for time out to deal with distress and anxiety e.g. in The Snug at RGS;
  - Offering details of pastoral support and opportunities for children to be listened to within school. At RGS examples are: the school counsellor, chaplain, peer mentors, school nurse and online counselling service (Kooth). Pupils are given a *Pastoral Card* with these details. At RSM pupils can access support through: the school counsellor, pastoral team, Bubbles and Learning Space. Both RGS and RSM also signpost external avenues such as helplines, counselling or other opportunities for external support.
  - Liaising and working together with all other support services and those agencies involved in the safeguarding of children, for example Early Help.
  - Notifying the MASH as soon as there is a significant concern.
  - 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.
- 4.5. Children are taught to understand and manage risk through our Personal, Social, Health and Economic Education (PSHEE) and Relationships and Sex lessons and through all aspects of school life. This includes online safety.

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<sup>2</sup> Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

## 5. Prevention/Protection

- 5.1. 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.
- 5.2. The school community will therefore:
  - Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;
  - Include regular consultation with children e.g. through questionnaires, student councils and forums, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes etc.
  - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
  - 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 and online-safety.. Also focussed work in Year 6 to prepare for transition to secondary school and more personal safety/independent travel; and
  - 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.

## 6. Safe School, Safe Staff

### **We will ensure that:**

- 6.1. the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification regulations.
- 6.2. all staff receive and read information about the schools' safeguarding arrangements, the schools' safeguarding statement, *Staff Behaviour Policy (Code of Conduct)*, *Safeguarding Policy* (which includes details on the school's safeguarding response to children missing in education), the role and names of the Designated Safeguarding Lead and their deputies, and *Keeping Children Safe in Education Part 1 (KCSiE)* and *Annex A*, as well as the *Behaviour Policy*, *Anti-Bullying Policy*, *Acceptable User Policy* and *E-Safety Policy* on induction. We ask all staff to read Part 1 of KCSiE and Annex A. This applies not only to new staff but also to those already in post in April 2014 when KCSiE was first introduced. Each time Part 1 of KCSiE is updated by the DFE, existing staff must be updated;
- 6.3. all staff receive safeguarding and child protection training at induction, including Prevent, in line with advice from Surrey Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually. As part of the induction, staff must read KCSiE Part 1 and Annex A and also the Safeguarding Policy, which includes Children Missing in Education. The Induction meeting proves an opportunity for the new member of staff to discuss the main elements with the DSL. During the induction when staff meet with one of the DSLs and the role of the DSL and deputies is explained to them. They are asked to read the staff code of conduct and key features are explained during induction e.g. guidance on appropriate use of social media and other forms of communications to help ensure professional roles are clearly understood. In addition, guidance is given on 1:1 teaching situations such as music tuition. Please see Code of Conduct.



In summary, we will follow KCSIE guidance as set out below.

Explain (KCSIE paragraphs 13 and 77)	Provide (KCSIE paragraphs 57/58)
Safeguarding policy	Safeguarding policy
Role of DSL (including identity of DSL and deputies) –contained in safeguarding policy	Role of DSL and DDSLs
Staff behaviour policy	Staff behaviour policy
Pupil behaviour policy	
The school’s safeguarding response to children missing education	Children missing education policy
On-line safety	

- 6.4. all members of staff are trained in and receive updates in online safety and reporting concerns, please see *E-Safety Policy* and *Staff Code of Conduct* for further information.
- 6.5. all staff and governors have regular child protection awareness training, in line with advice from Surrey Safeguarding Children’s Board (LSCB/Safeguarding Partners) updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;  
  
There is no longer a set frequency for formal regular staff refresher training, but see above for the requirement for informal updates at least annually. Schools will need to demonstrate that they consult with their LSCB/safeguarding partners to determine the most appropriate schedule or follow their published advice, if any, concerning the level and focus for training.
- 6.6. the *Safeguarding Policy* is made available via the school website and parents/carers are made aware of this policy and their entitlement to have a copy. There is a printed copy held by the School Reception. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the *Safeguarding Policy*.
- 6.7. the school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to Early Help arrangements and inter-agency working and plans, through the Early Help Hubs and makes referrals to Early Help <https://www.surreycc.gov.uk/people-and-community/family-information-service/early-help-for-children-and-families-practitioners/what-is-early-help/what-is-the-early-help-assessment>
- 6.8. our *Lettings Policy* will seek to ensure the suitability of adults working with children on school sites at any time.
- 6.9. community users organising activities for children are aware of the school’s *Safeguarding Policy*, guidelines and procedures.
- 6.10. the name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputies, are clearly advertised in the school with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
- 6.11. all staff will be given a copy of *Keeping Children Safe in Education Part 1 (KCSiE)* and *Annex A* and will record to say they have read and understood it. This applies to the Governing Body in relation to Part 2 of the same guidance.
- 6.12. staff are given a card with a summary of key contact details e.g. MASH phone number and also the steps to respond in case of an allegation against a member of staff e.g. LADO contact details.

## 7. Roles and Responsibilities

**All school staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:**

- 7.1. Provide a safe environment in which children can learn.
- 7.2. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- 7.3. Ensure children know that there are adults in the school whom they can approach if they are worried or have concerns.
- 7.4. Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- 7.5. Attend training in order to be aware of and alert to the signs of abuse.
- 7.6. Maintain an attitude of **“it could happen here”** with regards to safeguarding.
- 7.7. Know how to respond to a pupil who discloses harm or abuse following training of *Working together to Safeguard Children 2018*, and *What to do if you are worried a child is being Abused, 2015*.
- 7.8. Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- 7.9. Be prepared to refer directly to the MASH, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- 7.10. Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- 7.11. Follow the procedures set out by the Surrey Safeguarding Children’s Board and take account of guidance issued by the Department for Education.
- 7.12. Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- 7.13. Treat information with confidentiality but never promising to “keep a secret”.
- 7.14. Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- 7.15. Have an understanding of early help, and be prepared to identify and support children who may benefit from early help
- 7.16. Will identify children who may benefit from early help, liaising with the DSL in the first instance. Options may include managing support for the child internally via the schools pastoral support process or an early help assessment. In some circumstances it may be appropriate for a member of school staff to act as the Lead Professional in early help cases.
- 7.17. Liaise with other agencies that support pupils and provide early help.
- 7.18. Know who the DSL and Deputy DSL are and know how to contact them.
- 7.19. Have an awareness of the role of the DSL, the schools *Safeguarding Policy, Behaviour Policy and Staff Code of Conduct*, and procedures relating to the safeguarding response for children who go missing from education.
- 7.20. Be mindful that the Teacher Standards states that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 7.21. Assist the Governing Body and Headmasters in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- 7.22. **The Headmasters will ensure that:**
  - 7.22.1. the *Safeguarding Policy* and procedures are implemented and followed by all staff.

- 7.22.2. where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child-centered systems and processes are in place for children to express views and give feedback.
- 7.22.3. the school fully contributes to inter-agency working in line with *Working Together to Safeguard Children 2018 guidance*.
- 7.22.4. sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- 7.22.5. systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- 7.22.6. all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- 7.22.7. that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- 7.22.8. ensure that allegations or concerns against staff are dealt with in accordance with the guidance from the Department of Education (DfE), Surrey Safeguarding Children Board (SSCB) and Surrey County Council (SCC). This means they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer.
- 7.22.9. anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service 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. A consideration will also be made about whether to refer to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed if they had not resigned) and a prohibition order may be appropriate because of unacceptable professional conduct, 'conduct that may bring the profession into disrepute' or a conviction at any time for a relevant offence.

### 7.23. **The Designated Safeguarding Lead**

*From KCSIE 2018*

The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety).

#### **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

#### **Work with others**

The designated safeguarding lead is expected to:

- act as a point of contact with safeguarding partners;
- liaise with the headmaster to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

## **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raise Awareness**

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

## **Child protection file**

Where children leave the school the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should 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.

## **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person and in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

## **The Deputy Designated Safeguarding Lead(s)**

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

- will be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- will provide support and capacity to the DSL in carrying out delegated activities of the DSL. However, the lead responsibility of the DSL cannot be delegated.
- in the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

### **7.24. All members of The Governing Body understand and fulfil their responsibilities to ensure that:**

- 7.24.1. the school has effective safeguarding policies and procedures including a *Safeguarding Policy*, a *Staff Behaviour Policy or Code of Conduct*, a *Behaviour Policy* and a response to children who go missing from education. Ensure policies are consistent with Surrey

Safeguarding Children's Board (SSCB) and statutory requirements, are reviewed annually and that the *Safeguarding Policy* is available on the school website.

- 7.24.2. the SSCB is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- 7.24.3. that the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.
- 7.24.4. that at least one member of the governing body has completed safer recruitment training to be repeated every five years.
- 7.24.5. staff have been trained appropriately and this is updated in line with guidance and all staff have read *Keeping Children Safe in Education Part 1 (KCSiE)* and *Annex A* and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- 7.24.6. that all staff including temporary staff and volunteers are provided with the school's *Child Protection Policy* and *Staff Behaviour Policy*.
- 7.24.7. that the school has procedures for dealing with allegations of abuse against staff (including the Headmaster), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- 7.24.8. that a nominated governor for safeguarding is identified.
- 7.24.9. that a member of the senior leadership team has been appointed by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- 7.24.10. that on appointment, the DSL and deputy(s) undertake interagency training (SSCB Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years.
- 7.24.11. that children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationship and sex education (RSE).
- 7.24.12. that the school will comply with DfE and Surrey County Council [Children Missing Education](#) requirements.
- 7.24.13. that the school will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable
- 7.24.14. that appropriate online filtering and monitoring systems are in place.
- 7.24.15. enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors.
- 7.24.16. that any weaknesses in Safeguarding are remedied immediately.

## 8. Confidentiality and Sharing Information

- 8.1. All matters relating to child protection will be treated as confidential and only shared as per the [Information Sharing Advice for Practitioners \(DfE 2018\) guidance](#).
- 8.2. Information will be shared with staff within the school who 'need to know'.

- 8.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the *Data Protection Act 1998* and *General Data Protection Regulations* are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- 8.4. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Headmaster or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- 8.5. All staff 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.

## 9. Child Protection Procedures

- 9.1. The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.
- 9.2. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.
- 9.3. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.
- 9.4. All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally staff will question the cause of knocks and bumps in children who have limited mobility.
- 9.5. There are also a number of specific safeguarding concerns that we recognise our pupils may experience, such as domestic abuse and these are covered further on in the policy for more detail.

## 10. If Staff are Concerned about a Child's Welfare

- 10.1. **If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:**
  1. Make an initial record of the information related to the concern, this can be done in person or via **My Concern**<sup>3</sup> or a **Concern Form**.
  2. Report it to the DSL immediately.
  3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
  4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
    - Dates and times of their observations
    - Dates and times of any discussions in which they were involved
    - Any injuries
    - Explanations given by the child/adult

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<sup>3</sup> **My Concern** is secure safeguarding software, where staff can record concerns and the DSL/DDSLs will be alerted. It does not replace the important conversations which staff should always have with the DSL and DDSLs around concerns. In the event of a child being at risk of serious and/or immediate harm, staff must speak to the DSL/DDSL straight away or if they cannot contact them, they should call MASH or **999**

- Rationale for decision making and action taken
  - Any actual words or phrases used by the child
5. The records must be signed and dated by the author electronically on **My Concern** or via the **Concern Form**.
  6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to MASH (and the police if appropriate) if there is the potential for immediate significant harm.

#### 10.2. Following a report of concerns the DSL must:

1. [Using the SSCB Levels of Need](#), decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made immediately to the MASH and the police if it is appropriate.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the MASH. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the MASH. By sending a [Multi-Agency Referral Form \(MARF\)](#) by email to: [csmash@surreycc.gov.uk](mailto:csmash@surreycc.gov.uk) or contact the MASH on **0300 470 9100**. If a child is in immediate danger and urgent protective action is required, the Police (dial **999**) must be called. The DSL must also notify MASH of the occurrence and what action has been taken
4. If the DSL feels unsure about whether a referral is necessary they can phone the MASH to discuss concerns.
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider a referral to Early Help.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the MASH or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the MASH. The DSL should seek advice about what action the MASH will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

## 11. Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;

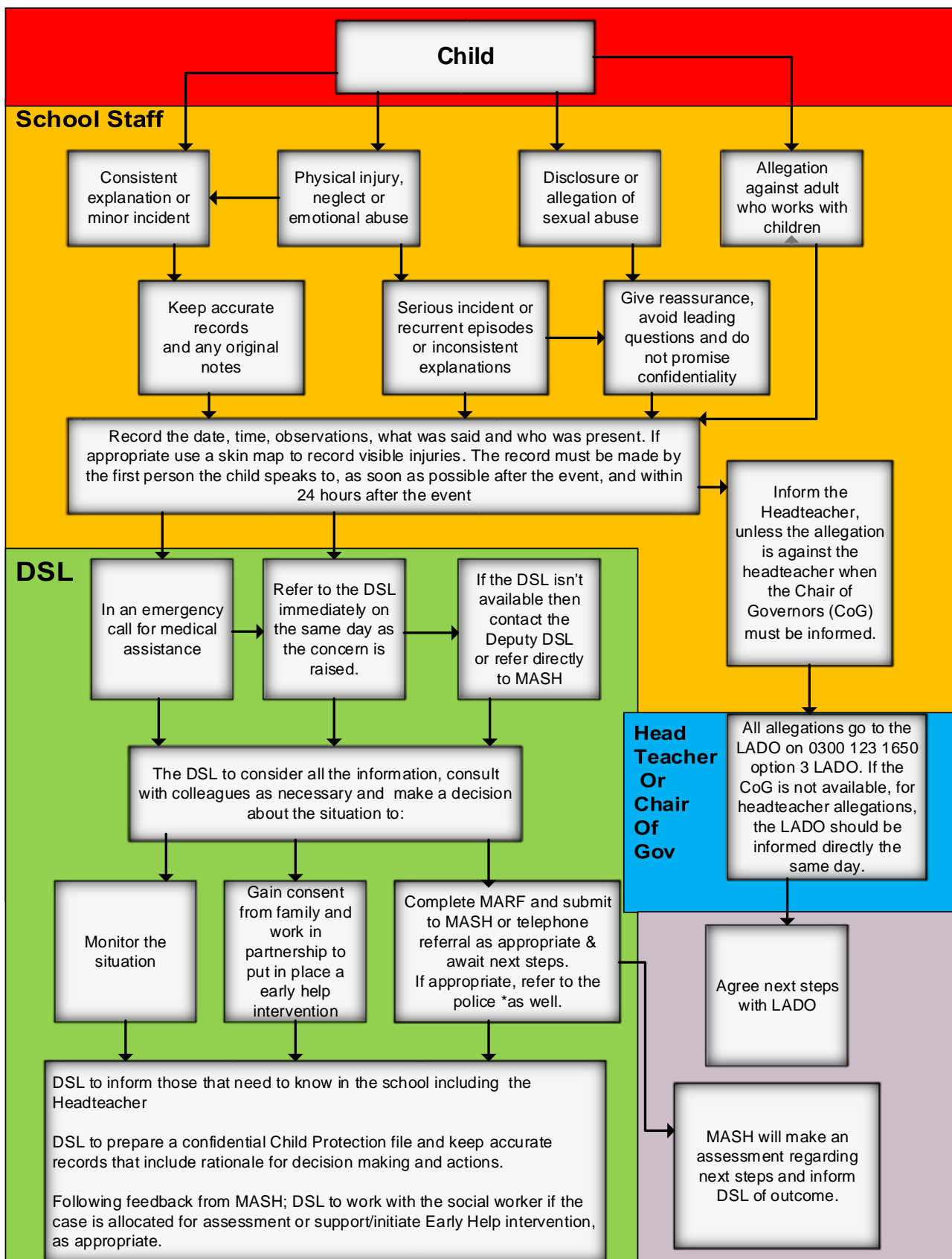


- is at risk of being radicalised or exploited;
- is a privately fostered child.

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

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL/DDSLs. They will consider the appropriate action to take in accordance with SSCB referral threshold document. The DSL/DDSLs will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

## 12. Child Protection Procedures Flowchart



\* In the cases of known FGM, the teacher who was made aware will also make contact with the police

## 13. Dealing with Disclosures

### All staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the MASH or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

### Guiding Principles: The Seven Rs

#### 1. Receive

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

#### 2. Reassure

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

#### 3. Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticize the alleged perpetrator (the pupil may care about him/her, and reconciliation may be possible)
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

#### 4. Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the MASH or Police, as appropriate directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

#### 5. Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

#### 6. Remember

- Support the child: listen, reassure, and be available

- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
  - Get some support for yourself if you need it
- 7. Review (led by DSL)**
- Has the action taken provided good outcomes for the child?
  - Did the procedure work?
  - Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
  - Is further training required?

### What happens next?

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

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Headmaster or Safeguarding Governor of the school and/or may contact the MASH.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

### Notifying Parents

The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem advice will first be sought from children's social care.

Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

### Supporting Staff

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.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate, for example from our Independent School Counsellor.

## 14. Allegations against Staff

### Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

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

- Report any concerns about the conduct of any member of staff or volunteer to the relevant Headmaster immediately.
- If an allegation is made against the Headmaster, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly. Where the allegation is against the Headmaster, the Headmaster must not be informed of the allegation prior to contact with the chair and the LADO.

- There may be situations when the Headmaster or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Headmaster or Chair of Governors they will contact the LADO on **0300 123 1650** option **3 LADO**.
- Email: [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk) immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

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

If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of *Keeping Children Safe in Education Part 1 (KCSiE)* and Annex A and the SSCB procedures.

## 15. What is child abuse?

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

## 16. What is abuse and neglect?

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

### Physical abuse

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

### Emotional abuse

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

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

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

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

### Sexual abuse

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual

images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

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

## Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. 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)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[The SSCB Neglect Strategy](#) and the [Neglect Risk Assessment Tool](#) is available to provide a more detailed information regarding neglect.

## 17. Indicators of Abuse

### Neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

#### **NSPCC research has highlighted the following examples of the neglect of children under 12 years old:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused*, DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff should be discussed with the DSL.

### Indicators of Neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The [Neglect Risk Assessment Tool](#) provides staff with a resource to identify and act on concerns regarding neglect.

#### Physical indicators of neglect:

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

#### Behavioural indicators of neglect:

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### Emotional Abuse

- Most harm is produced in low warmth, high criticism homes, not from single incidents.
- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person such as in domestic abuse.
- It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

### Indicators of Emotional Abuse

#### Developmental issues:

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

#### Behaviour issues:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation ("I'm stupid... ugly... worthless" etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation

- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour e.g. wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues:**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships
- Emotional responses
- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### **Physical Abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences e.g. knees, shins.

Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

### **Indicators of physical abuse/factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises e.g. fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object e.g. electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.



In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

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

**You should be concerned if a child:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

### Sexual Abuse

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

Sexual exploitation is seen as a separate category of sexual abuse. The [SSCB Screening Tool and guidance](#) provides school staff with information regarding indicators of CSE.

### Characteristics of child sexual abuse

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

Most people who sexually abuse children are men, but some women sexually abuse too.

### Indicators of Sexual Abuse

**Physical observations:**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

**Behavioural observations:**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in educational progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness

- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of wetting, by day or night
- Nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## 18. Sexual violence and sexual harassment between children in schools

### Peer on Peer Abuse

#### Context

Peer-on-peer abuse can take several forms e.g. sexual violence, sexual harassment, physical abuse, sexting (youth produced sexual imagery), initiation/hazing type violence and rituals. 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 education attainment as well as their emotional wellbeing. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

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

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

We recognise that children are capable of abusing their peers and this will be dealt with under our *Safeguarding Policy* and in line with *KCSiE (2018)*

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Peer-on-peer abuse is abuse and will not be tolerated or passed as mere 'banter' or 'having a laugh'.

The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding policy is when 'there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm'. Any such abuse will be referred to the relevant local agencies such as MASH. In the event of disclosures about peer-on-peer abuse that all children involved whether perpetrator or victim are treated as being 'at risk'.

#### **We will minimise the risk of peer on peer abuse by:**

##### **1. Prevention**

- Taking a whole school approach to safeguarding and child protection
- Providing training to staff - as set out in Part 5 of *KCSiE*, dedicated to peer-on-peer abuse, specifies that all staff should be trained to manage a report of peer-on-peer sexual violence and sexual harassment.

- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by the PSHEE programme
- Engaging with specialist support and interventions.

## 2. Responding to reports of sexual violence and sexual harassment

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of *the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance*.
- Staff taking the report will inform the DSL or the Deputy DSL immediately.
- Staff taking a report will never promise confidentiality.
- Parents or carers should usually be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral (MARF) will be made to the MASH email: [csmash@surreycc.gov.uk](mailto:csmash@surreycc.gov.uk) or telephone **0300 470 9100**, as appropriate.

## 3. Risk Assessment

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis. The Risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

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

Support regarding risk assessments may be accessed from the [Education Safeguarding Team: education.safeguarding@surreycc.gov.uk](mailto:education.safeguarding@surreycc.gov.uk)

### Action – The DSL will consider:

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

### Options – The DSL decision making regarding the issue with the following possible options:

- Manage internally
- Early Help intervention
- Refer to MASH
- Report to the police (generally in parallel with a referral to MASH)

### Ongoing Response:

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

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

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

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

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

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

The school will take any disciplinary action against the alleged perpetrator in accordance with the school *Behaviour Policy*.

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

### Physical Abuse

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

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

The principles from the *Anti-Bullying Policy* will be applied in these cases, with recognition that any police investigation will need to take priority.

### References

- [DfE Keeping Children Safe in Education 2018](#)
- [DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018](#)

### Harmful Sexual Behaviour

The [Brook Traffic Light Tool](#) uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour
- By categorising sexual behaviours, school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

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

**Please see Appendix I for the Brook Traffic Light Tool.**

## 19. Anti-Bullying/Cyberbullying

Our school policies on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. The [Surrey Anti Bullying Strategy and guidance](#) provides further resources for school staff.

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

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headmaster and the DSL will also consider child protection procedures.

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

## 20. E-Safety

The school has an *E-Safety Policy* which explains how we try to keep pupils safe in school and how we respond to online safety incidents.

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

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

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

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.

## 21. Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

## 22. Radicalisation and Extremism

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

Extremism is defined as '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.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

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

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

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

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

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow the safeguarding procedures and refer cases to the MASH. If the matter is urgent then Police must be contacted by dialling **999**. In non-urgent cases where police advice is sought then dial **101** and ask to speak to the Surrey Police Prevent Coordinator.

The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (**020 7340 7264**).

### 23. Indicators of vulnerability to radicalisation

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

#### **Extremism is defined by the 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.

#### **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.

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.

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.

#### **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 or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Needs and Disability – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

#### **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.

## 24. Domestic Abuse

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

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

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

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

### What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns, call the Surrey Domestic Abuse Helpline on **01483 776822** or talk to your local outreach service:

- East Surrey Domestic Abuse Services (Reigate & Banstead, Mole Valley and Tandridge): **01737 771350**
- Your Sanctuary Outreach Service (Woking, Runnymede and Surrey Heath): **01483 776822**
- North Surrey Outreach Service (Epsom & Ewell, Elmbridge and Spelthorne): **01932 260690**
- South West Surrey Outreach Service (Guildford and Waverley): **01483 577392**

## 25. Child Sexual Exploitation (CSE)

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

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

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

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

The DSL will complete the Surrey Safeguarding Children's Board [CSE Screening Tool](#) alongside staff who know the child well on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identifies any level of concern (green, amber or red) the DSL should contact the MASH and email the completed *CSE Screening Tool* along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on **999**.

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

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

## 26. Child Criminal Exploitation and Gangs

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

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

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

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

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to the MASH will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the MASH. If there is concern about a child's immediate safety, the Police will be contacted on **999**.

## 27. Youth Produced Sexual Imagery (Sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

**Youth produced sexual imagery refers to both images and videos where:**

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.



All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance [Sexting in schools and colleges: responding to incidents and safeguarding young people](#)

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

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL immediately.

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

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

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

At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the MASH or the Police as appropriate.

**Immediate referral at the initial review stage should be made to Children's Social Care/Police if:**

- the incident involves an adult.
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- the imagery involves sexual acts.
- the imagery involves anyone aged 12 or under.
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headmaster, to respond to the incident without referral to the MASH or the Police.

**During the decision making the DSL will consider if:**

- there is a significant age difference between the sender/receiver.
- there is any coercion or encouragement beyond the sender/receiver.
- the imagery was shared and received with the knowledge of the child in the imagery.
- the child is vulnerable, for example subject to child in need, child protection or early help plans, looked after, SEND.
- there is a significant impact on the children involved.
- the image is of a severe or extreme nature.
- the situation is isolated or if the image been more widely distributed.
- there other circumstances relating to either the sender or recipient that may add cause for concern.
- the children have been involved in incidents relating to youth produced imagery before.

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

The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

## 28. Female Genital Mutilation (FGM)

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

The duty applies to all persons in school who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling **101**. The report should be made immediately.

School staff are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday.

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

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

## 29. Forced Marriage

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

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the MASH and/or the Forced Marriage Unit **020 7008 0151**.

## 30. Honour-Based Violence

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

**Honour based violence might be committed against people who:**

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

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

### 31. One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

The school is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

### 32. Private Fostering Arrangements

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

Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

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

The school recognises that most privately fostered children remain safe and well but is aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify the MASH.

### 33. Children Looked After

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

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

The designated teacher and governor for children looked after will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

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

The designated teacher for children looked after and children previously looked after will work in partnership with the Virtual School to discuss how Pupil Premium Plus funding can be best used to support the progress of children looked after in the school and meet the needs of the child's within their personal education plan.

### 34. Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The school recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Where possible the school will hold more than one emergency contact number for each pupil.

The school will ensure that there is a record of joiners and leavers as defined in [The Education \(Pupil Registration\) \(England\) 2006](#).

**When removing a child's name, the school will notify the Local Authority of:**

- a. the full name of the child;
- b. the full name and address of any parent with whom the child normally resides;
- c. at least one telephone number of the parent;
- d. the child's future address and destination school, if applicable; and
- e. the ground(s) in regulation 8 under which the child's name is to be removed from the school register.

The school will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child's name from the school register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii) of [The Education \(Pupil Registration\) \(England\) 2006](#).

**The school will:**

- Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil will attend the school.
- Notify the Local Authority within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new pupil.
- Monitor each child's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves the school.
- The school will notify the Local Authority when they are about to remove a child's name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.
- Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the Elective Home Education Team/Education Welfare. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify Education Welfare at the earliest opportunity.

### 35. Pupils Missing Out of Education

The vast majority of children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing a reduced or modified timetable may have additional vulnerabilities..

The school aims to work with parents to put in place a reduced or modified timetable

The school will ensure that and parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed;

The school will keep any modifications to the timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it;

### 36. School Attendance and Behaviour

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

The school recognises that absence from school and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

The school will work in partnership with Surrey Police and other partners for reporting children that go missing from the school site during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### 37. Restrictive Physical Intervention

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

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

We recognise that touch is appropriate in the context of working with children, and all staff have been given ‘Safe Practice’ guidance to ensure they are clear about their professional boundaries.

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

Surrey County Council guidance [Touch and the use of restrictive Physical Intervention When Working with Children and Young People](#) provides further detailed information.

### 38. Whistleblowing

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school’s safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the *Whistleblowing Policy*.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff may call: **0800 028 0285** (8:00am to 8:00pm, Monday to Friday) and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Whistleblowing regarding either of the Headmasters should be made to the Chair of the Governing Body, James Dean who may be contacted via email at [chairman@reigategrammar.org](mailto:chairman@reigategrammar.org) or via the Bursar via email at [sdo@reigategrammar.org](mailto:sdo@reigategrammar.org) or by telephone on **01737 222231**.

### 39. Children who are particularly vulnerable

Reigate Grammar School and Reigate St Mary’s recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children’s diverse circumstances, rather than the individual child’s personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child’s mood, behaviour or injury might be assumed to relate to the child’s impairment or disability rather than giving a cause for concern. Or a focus may be on the child’s disability, special educational needs or situation without consideration of the full picture.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

To ensure that all of our pupils receive equal protection we will give special consideration to children who are:

- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a ‘problem’

- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation
- At risk of forced marriage
- At risk of being drawn into extremism.

#### 40. Mobile Devices and Photography/Videos

Staff are aware that they must never use their personal mobile telephone to take photographs or videos of pupils. Only school devices may be used, please see separate policies for RGS and RSM for further details, However, please note that in the Early Years, personal mobile phones, tablets or other electronic devices must be kept in a locked cupboard and switched off.

#### 41. Specialist Setting

**Choristers are accompanied at all times by the Head of Choral Music during offsite services and performances.**

#### Further Advice on Safeguarding and Child Protection

Further advice is available from the following websites:

- [Surrey County Council Education Safeguarding Team](#)
- NSPCC: <http://www.nspcc.org.uk/>
- ChildLine: <http://www.childline.org.uk/pages/home.aspx>
- CEOPS Thinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- Beat Bullying: <http://www.beatbullying.org/>
- Childnet International – making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>
- Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>
- Safer Internet Centre <http://www.saferinternet.org.uk/>
- Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>

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#### This policy also links to our policies on:

- |  |                            |  |
|--|----------------------------|--|
| • Acceptable Use Policy – Staff (including use of mobile devices)  | • Attendance               | • PSHEE  |
| • Acceptable Use Policy – Pupils (including use of mobile devices) | • Behaviour                | • Relationships and Sex Education                          |
| • Administration of medicines                                      | • Code of Conduct          | • Risk Assessment  |
| • Alcohol, Drugs and Tobacco                                       | • Complaints Policy        | • Safer Recruitment  |
| • Anti-Bullying  | • Curriculum               | • SEND Policy  |
|  | • Equality Policy          | • Teaching and Learning                                    |
|  | • E-Safety Policy          | • The Use of Mobile Technology in School Policy (RSM only) |
|  | • Health & Safety          | • Whistleblowing   |
|  | • Intimate Care (RSM only) |  |
|  | • Pastoral Care Policy     |  |
|  | • Physical intervention    |  |

## Appendix I: Brook Sexual Behaviours Traffic Light Tool

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information.

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

### Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<b>What is a green behaviour?</b>	<b>What is an amber behaviour?</b>	<b>What is a red behaviour?</b>
<p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours 0 to 5</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies, doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls</li> </ul>	<p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours 0 to 5</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour</li> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online</li> </ul>	<p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p> <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours 0 to 5</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play</li> </ul>

## Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours 5 to 9</b></p> <ul style="list-style-type: none"> <li>• feeling and touching own genitals</li> <li>• curiosity about other children's genitals</li> <li>• curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships</li> <li>• sense of privacy about bodies</li> <li>• telling stories or asking questions using swear and slang words for parts of the body</li> </ul> <p><b>Green behaviours 9 to 13</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• use of sexual language including swear and slang words</li> <li>• having girl/boyfriends who are of the same, opposite or any gender</li> <li>• interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>• need for privacy</li> <li>• consensual kissing, hugging, holding hands with peers</li> </ul>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours 5 to 9</b></p> <ul style="list-style-type: none"> <li>• questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>• sexual bullying face to face or through texts or online messaging</li> <li>• engaging in mutual masturbation</li> <li>• persistent sexual images and ideas in talk, play and art</li> <li>• use of adult slang language to discuss sex</li> </ul> <p><b>Amber behaviours 9 to 13</b></p> <ul style="list-style-type: none"> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>• LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>• exhibitionism, e.g. flashing or mooning</li> <li>• giving out contact details online</li> <li>• viewing pornographic material</li> <li>• worrying about being pregnant or having STIs</li> </ul>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p> <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours 5 to 9</b></p> <ul style="list-style-type: none"> <li>• frequent masturbation in front of others</li> <li>• sexual behaviour engaging significantly younger or less able children</li> <li>• forcing other children to take part in</li> <li>• sexual activities</li> <li>• simulation of oral or penetrative sex</li> <li>• sourcing pornographic material online</li> </ul> <p><b>Red behaviours 9 to 13</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• distributing naked or sexually provocative images of self or others</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• arranging to meet with an online acquaintance in secret</li> <li>• genital injury to self or others</li> <li>• forcing other children of same age, younger or less able to take part in sexual activities</li> <li>• sexual activity e.g. oral sex or intercourse</li> <li>• presence of sexually transmitted infection (STI)</li> <li>• evidence of pregnancy</li> </ul>
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## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours 13 to 17</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• sexually explicit conversations with peers</li> <li>• obscenities and jokes within the current cultural norm</li> <li>• interest in erotica/pornography</li> <li>• use of internet/e-media to chat online</li> <li>• having sexual or non-sexual relationships</li> <li>• sexual activity including hugging, kissing, holding hands</li> <li>• consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability</li> <li>• choosing not to be sexually active</li> </ul>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours 13 to 17</b></p> <ul style="list-style-type: none"> <li>• accessing exploitative or violent pornography</li> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress</li> <li>• withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• concern about body image</li> <li>• taking and sending naked or sexually provocative images of self or others</li> <li>• single occurrence of peeping, exposing, mooning or obscene gestures</li> <li>• giving out contact details online</li> <li>• joining adult-only social networking sites and giving false personal information</li> <li>• arranging a face to face meeting with an online contact alone</li> </ul>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p> <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours 13 to 17</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• preoccupation with sex, which interferes with daily function</li> <li>• sexual degradation/humiliation of self or others</li> <li>• attempting/forcing others to expose genitals</li> <li>• sexually aggressive/exploitative behaviour</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• non-consensual sexual activity</li> <li>• use of/acceptance of power and control in sexual relationships</li> <li>• genital injury to self or others</li> <li>• sexual contact with others where there is a big difference in age or ability</li> <li>• sexual activity with someone in authority and in a position of trust</li> <li>• sexual activity with family members</li> <li>• involvement in sexual exploitation and/or trafficking</li> <li>• sexual contact with animals</li> <li>• receipt of gifts or money in exchange for sex</li> </ul>
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REIGATE GRAMMAR SCHOOL



REIGATE ST MARY'S  
PREPARATORY AND CHOIR SCHOOL

### Safeguarding Policy Declaration

I, the undersigned, confirm that I have received a copy of the Reigate Grammar School and Reigate St Mary's Safeguarding Policy.

I also confirm that I have read, understood and agree to adhere to the terms laid out in these procedures.

**Signed:** .....

**Print Name:** .....

**Date:** .....

***(Please remove this sheet and return the signed copy to HR)***

