



# REED'S SCHOOL

## Safeguarding (Child Protection) Policy

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# Safeguarding (Child Protection) Policy

## 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 government publications: 'Working Together to Safeguard Children' (WTSC) September 2018 (which refers to the non-statutory advice: Information sharing [March 2015]), Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects the statutory guidance 'Keeping Children Safe in Education' (KCSIE) September 2018, and Surrey Safeguarding Children Board (SSCB) protocols, guidance and procedures. The policy also incorporates the Counter-Terrorism and Security Act 2015 with reference to the Prevent Duty.
- 1.2. The School's Board of Governors takes seriously its responsibility under section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015 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. Reed's School recognises that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. (Please note that wherever the word 'staff' is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc., and governors). Therefore, safeguarding is the responsibility of all staff and it is important to note that anyone can make a referral to children's social care.
- 1.4. All staff believe that Reed's School should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5. The aims of this policy are:
  - To support the child's development in ways that will foster security, confidence and independence.
  - To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
  - To raise the awareness of all teaching and support staff of the need to safeguard all children, including those who may be more vulnerable, and of their responsibilities in identifying and reporting possible cases of abuse (see Appendices 1 and 2)

- 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.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 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) , and a central record is kept for audit.

1.6. Reed's School's Designated Safeguarding Lead (DSL) is the Deputy Head (Pastoral), Mr Alex Balls. Mr Jon Ross (Assistant Head Academic Development), Ms Emily McGhee (Head of Academic Support), Mr Adrian Blackman (Housemaster of Bristowe and Head of Tennis) and Mr James Norman (Housemaster of Mullens) have also been fully trained in this role and are the Deputy DSLs. These five members of staff make up the School's Child Protection Team, have undertaken the required compulsory training through SSCB (including DSL 'New to Role' or 'Update' training) and will update their training every 2 years. The Headmaster, Mr Mark Hoskins, is also trained to DSL level. A number of other pastoral staff have completed SSCB modules to enhance the School's provision. Mr Balls and Mr Ross are members of the School's Senior Leadership Team (SLT).

<b>Designated Safeguarding Lead (DSL)</b>	<b>Mr A R W Balls</b> Deputy Head (Pastoral)		01932 588023	aballs@reeds.surrey.sch.uk
Deputy DSL	<b>Mr J S Ross</b> Assistant Head (Academic Development)		01932 869058	jross@reeds.surrey.sch.uk
Deputy DSL	<b>Mr A J Blackman</b> Housemaster of Bristowe & Director of Tennis		01932 869079	ablackman@reeds.surrey.sch.uk
Deputy DSL	<b>Ms E E McGhee</b> Head of Academic Support		01932 588027	emcghee@reeds.surrey.sch.uk
Deputy DSL	<b>Mr J W Norman</b> Housemaster of Mullens		01932 588004	jnorman@reeds.surrey.sch.uk

1.7. The School's nominated Governor for safeguarding is Dr Alison McLean, who has regular contact with the School's DSL. She can be contacted on 01323 871871.

## 2. Safe School, Safe Staff

2.1. Reed's School ensures that:

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

- there is a compliant Child Protection policy and Staff Code of Conduct
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- a member of the Senior Leadership Team (SLT) has responsibility for child protection as the Designated Safeguarding Lead (DSL).
- on appointment, the DSLs undertake interagency training (SSCB Modules 1&2\*) and also undertake DSL 'New to Role' and the 'Update' Course every 2 years (\* currently the SSCB Module 2 is not required). At least one of the School's DSLs attend the Surrey Safeguarding Education Area Meetings to maintain close links with SSCB and to be up to date with issues.
- all staff read at least Part 1 and Annex A of the most recent KCSIE
  - all staff have safeguarding training staff (on induction and updated regularly as appropriate in line with SSCB advice which includes Prevent and on-line safety, plus other informal updates)
- any weaknesses in Child Protection are remedied immediately
- a member of the Board of Governors is nominated to liaise with the local authority on Child Protection issues and in the event of an allegation of abuse made against the Headmaster
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website
- the Board of Governors and the School's Pastoral Services Committee considers and audits how children are taught about safeguarding.
- enhanced DBS checks and other necessary checks are in place for all Governors of Reed's School

2.1.2. The DSLs who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment training to be renewed every 5 years.

2.1.3. All members of staff and volunteers are provided with child protection awareness information at induction so that they know with whom to discuss a concern.

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

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

abuse. We provide child protection training regularly, and at least annually, to all school staff, including the Headmaster, to ensure that their skills and expertise are up to date and relevant. Training focuses on the recognition of the symptoms of child abuse, the procedures and case studies. It is intended that all staff are aware of the Early Help process and their role in it and that they are aware of the referral process. All staff complete on-line initial training in child protection as well as training specific to Reed's School during their induction programme. The induction training covers the Safeguarding (Child Protection) Policy, online safety, peer on peer abuse, the role and identities of the DSL and deputies, KCSIE Part One (all staff) and Annex A (leaders and those who work directly with children), the School's Behaviour, Rewards and Sanctions Policy, children missing in education and the Staff Code of Conduct.

- 2.1.6. All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse to them. It is emphasised that sensitivity is needed when receiving a disclosure; for example, that leading questions are not to be asked and that children are listened to (particularly if responding to the reports of sexual violence and sexual harassment). During staff training on Safeguarding, all members of staff are given a small card with a list of 'Do's and Don't's' if a child makes an allegation or disclosure. These cards are available in a number of languages as appropriate. School Prefects and Student Mentors are given training at the beginning of each academic year on appropriate action to take should they receive any allegation of abuse.
- 2.1.7. All parents are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook.
- 2.1.8. Reed's School will seek to ensure the suitability of adults working with pupils from Reed's School at any time. Assurance is gained that the staff of any other organisation have been checked for suitability if they supervise the school's pupils on a site other than the school.
- 2.1.9. Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.1.10. We will ensure that child protection type concerns or allegations against adults working at Reed's School are referred immediately to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2. The School's procedures will be regularly reviewed and up-dated. The Child Protection Policy will be signed off by the Chairman of Governors.
- 2.3. The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

- 2.4. All new members of staff and Governors will be given a copy of our safeguarding leaflet, code of conduct and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 2.5. The Child Protection Policy is available publicly on the school website. All staff must sign to indicate that they have read and understood the Child Protection Policy, Part One and Annex A of Keeping Children Safe in Education and Code of Conduct in its entirety.
- 2.6. Reed's School aims to provide all pupils with the relevant information, skills and attitudes to help them resist abuse and prepare for the responsibilities of adult life including home and family. We aim to give pupils the confidence to speak to staff on issues of neglect, abuse and deprivation, believing they will be effectively listened to.
- Skills are delivered to pupils through the Curriculum and especially via Citizenship, Personal, Social and Health Education (CPSHE).
  - We create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
  - We ensure sufficient account has been taken of the nature and other significant features of the school in provision made for safeguarding, such as for boarding.
  - We provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
  - We use the curriculum and other forums such as house and year group meetings to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies should ensure their own protection and understand the importance of protecting others.
  - Staff treat pupils with respect and all pupils are expected to treat each other and staff with respect.
  - We look carefully at the role models the School offers pupils through staffing, materials used, selection of curricular content and other experiences.
  - We impress upon pupils the importance of rejecting violence and inappropriate use of power and control as a means of resolving conflict.
  - We regularly review and evaluate our school policies and practices of social control and behaviour modification.
  - We give pupils opportunities to understand and develop strategies for coping with stress.
  - We give all pupils the opportunities to learn about child development and good parenting.
  - All pupils are taught personal safety and respect for their bodies in CPSHE and at numerous other opportunities (tutor periods, assemblies, house and year group meetings)
  - All Pupils have access to a School Counsellor by making an appointment through the Medical Centre and have access to an 'independent listener', Childline, the Office of the Children's Commissioner and other support agencies.
- 2.7. A form 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 others. Abuse can take

place wholly online or technically may be used to facilitate offline abuse, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Abuse can be categorised into four distinct types:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

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

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

2.10. 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, though it may occur alone.

2.11. Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- b. protect a child from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate care-givers)
- d. ensure access to appropriate medical care or treatment

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

2.12. Abuse by one or more pupils against another pupil, known as peer on peer abuse (see paragraph 4.2 below). It is recognised that child abuse can take place by one or more pupils against another pupil. This may be dealt with according to the School's Anti-Bullying and Cyber Bullying policies. However, the School will refer more serious cases of such abuse to an external safeguarding agency if there is reasonable cause to believe that a child may have suffered or be likely to suffer significant harm, or where a child is in need of support from an external agency. In cases of uncertainty, the DSL should be informed and an appropriate course of action followed as soon as possible.

### **3. Responsibilities**

3.1. The designated DSLs are responsible for:

3.1.1. Referring a child if there are concerns about possible abuse, to the Children's Services Area Team, and acting as a focal point for staff to discuss concerns. If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF).

3.1.2. Keeping written records of concerns about a child even if there is no need to make an immediate referral.

3.1.3. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday (taking into account the current requirement of the Independent Inquiry into Child Sexual Abuse (IICSA) to retain records under the Inquiries Act 2005), or until they are provided to the child's next school. When transferring child protection files to the next school, where possible this should be done in person with a signature to acknowledge safe receipt. Information transferred to the new school should allow support measures, such as learning support, to be in place. If the file needs to be posted, a copy will be made until the new school provides written confirmation of receipt, at which point the copy will be destroyed.

3.1.4. Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.

3.1.5. Liaising with other agencies and professionals.

3.1.6. Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

- 3.1.7. Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 3.1.8. Organising child protection induction and regular update training, at least annually, for all school staff.
- 3.1.9. Providing, with the Headmaster, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

#### **4. Supporting Children**

- 4.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- 4.2. We recognise the need to minimise the risk of peer on peer abuse, including bullying (and cyber bullying), gender-based violence, sexual violence or harassment, initiation/hazing type violence and rituals and youth-produced sexual imagery (sexting). This is achieved through the curriculum, the wider curriculum and through the active promotion of the School's values and pastoral structures. The School takes the stance that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All such cases must be reported to the DSL and they will be recorded, investigated and dealt with appropriately and in accordance with statutory guidance. It is also recognised that girls are more likely to be victims and boys perpetrators of such abuse, but that all peer on peer abuse is unacceptable. The nature of the School, being all boys up to the Sixth Form, means that staff should be aware of all forms of peer on peer abuse. The School will do all it can to support the alleged victims, alleged perpetrators and other children affected of such abuse. With this in mind, the School will work to avoid contact between victim and alleged perpetrator. This may involve suspension from school as a neutral act until the matter has been fully investigated by external agencies and the School.
- 4.3. We recognise that Reed's School may provide the only stability in the lives of children who have been abused or who are at risk of harm. There is a distinction between having a concern about a child and a child in immediate danger or at risk of harm. Appropriate action must be taken in all instances, with Early Help being put in place whenever necessary.
- 4.4. 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.
- 4.5. Reed's School will support all children by:
  - 4.5.1. Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - 4.5.2. Promoting a caring, safe and positive environment within the school.

- 4.5.3. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.5.4. The Designated Safeguarding Lead will make prompt contact with children's social care where there are concerns that a child may be in need of help or at risk and/or with the LADO in relation to allegations against someone working in the school and/or with the police if a criminal offence is suspected.
- 4.5.5. 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.
- 4.6. The School's designated person to promote the educational achievement of children who are 'looked after' is Mr Alex Balls, who is the School's DSL and has undertaken appropriate training.

## **5. Confidentiality**

- 5.1. Reed's School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and safeguarding partners where there are concerns.
- 5.2. 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 2018 and the GDPR is not a barrier to sharing information where the failure to do so would place a child at risk of harm. Information sharing with regards to safeguarding should consider the basic principles as outlined in WTSC 2018.
- 5.3. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.4. Reed's School also recognises that all matters relating to child protection are personal to children and families. Therefore, 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.
- 5.5. Reed's School 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. However, the School does not require parental consent to make a referral to statutory agencies. If in doubt, we will consult with the Multi Agency Safeguarding Hub (MASH) on this point.

## **6. Supporting Staff**

- 6.1. Reed's School recognises 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.
- 6.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## **7. Allegations Against Staff**

- 7.1. All staff at Reed's School should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. The School's Code of Conduct for Staff gives more guidance on this issue.
- 7.2. All staff should be aware of the School's Code of Conduct and will be required to sign that it has been understood.
- 7.3. Guidance about conduct and safe practice, including safe use of mobile phones and social media by staff and volunteers will be given at induction.
- 7.4. We understand that a pupil may make an allegation against a member of staff.
- 7.5. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headmaster.
- 7.6. The Headmaster on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). All allegations are reported to the LADO immediately and within one working day.
- 7.7. If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headmaster first.
- 7.8. The school will follow the procedures outlined in KCSIE Part 4 for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9. Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration, and the Headmaster will seek the advice of the LADO and others as appropriate in making this decision. The school will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The school will provide alternative

accommodation if a member of the boarding staff is suspended in circumstances of a child protection nature. It is stressed that the school will respond to relationships in boarding and the potential for abuse by peers.

7.10. In the event of an allegation against the Headmaster, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

7.11. Consideration is given to the legal duty to make a referral to the Disclosure and Barring Service (DBS) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) due to safeguarding concerns 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'. Cases of professional misconduct will be referred to the Teacher Regulation Agency (TRA) via the Department for Education.

7.12. Reed's School has a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

## **8. Whistle Blowing**

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

8.2. 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. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

8.3. Whistle-blowing re the Headmaster should be made to the Chair of the Governing Body whose contact details are readily available to staff on the safeguarding notice board in the Staff Common Room.

8.4. Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them, such as the NSPCC Whistleblowing Helpline listed in Appendix 6.

## **9. Physical Intervention, Restraint and Reasonable Force**

9.1. Reed's School acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person or to safeguard them. Further information regarding physical intervention can be found in the School's Restraint and Reasonable Force policy.

9.2. Such events should be recorded and signed by a witness and reported to the DSL, Mr Alex Balls, and to the Deputy Head.

9.3. Staff training takes place with regards to the use of reasonable force, restraint and physical intervention.

- 9.4. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.5. Reed's School recognises that touch can be appropriate in the context of working with children, and there is guidance for staff to ensure they are clear about their professional boundary. This guidance can be found in the Staff Code of Conduct and the Restraint and Reasonable Force policy.

## **10. Anti-Bullying**

- 10.1. The School's policy on anti-bullying is set out in a separate document and it is acknowledged that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms of discriminatory remarks. It is acknowledged, as stated in paragraph 4.2 above, that "banter" should never be tolerated as it may constitute a form of abuse. A record is kept by the Deputy Head of known bullying and racist incidents. It is recognised that abuse can take place by one or more pupils against another pupil.
- 10.2. In such cases, it is important that incidents are reported and dealt with appropriately. This may be dealt with according to the School's Anti-Bullying and Cyber Bullying policies. However, if 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, and should be reported directly to the School's DSL. In cases of uncertainty, the DSL should be informed and an appropriate course of action followed as soon as possible.

## **11. Radicalisation and Extremism**

- 11.1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 11.2. Reed's School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 11.3. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Reed's School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

11.4. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Three.

11.5. Reed's 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. Staff are trained to understand their responsibility under the Prevent Duty, which is included as part of their induction and is raised through regular update training. Staff also undertake the online Channel Awareness module. The DSL has undertaken Workshop to Raise Awareness of Prevent (WRAP) training.

11.6. The school governors, the Headmaster and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

11.7. This will be reviewed as part of the annual 'Audit of Statutory Duties and Associated Responsibilities' that is monitored by the local authority and the Surrey Safeguarding Children Board.

11.8. Response to issues linked to radicalisation

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

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

## **12. Prevention**

12.1. It is recognised that the School plays a significant part in the prevention of harm to our pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2. In focussing on prevention, the School:

12.2.1. Works to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

- 12.2.2. Includes regular consultation with children e.g. through regular surveys, participation in anti-bullying week and through various student committees and other pastoral structures.
- 12.2.3. Takes steps so that, as far as reasonably practicable, all children know there are a number of adults in the School whom they can approach if they are worried or in difficulty.
- 12.2.4. Includes safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety and other training.
- 12.2.5. Takes steps to make all staff aware of school guidance for their use of mobile technology via the Staff Code of Conduct.

### **13. Domestic Abuse**

- 13.1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- 13.2. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- 13.3. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- 13.4. The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect. (See Appendix One)

### **14. Children Missing Education (CME)**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual or criminal exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority in accordance with 'Keeping Children Safe in Education' (September 2018) and 'Children missing education: Statutory guidance for local authorities' (DfE September 2016), particularly where children go missing on repeated occasions and/or are missing for periods during the school day. The School will notify the local authority if a pupil joins or leaves the School at a non-standard transition point. Similarly, the School will notify the local authority in cases of unauthorised absence of ten days (two days for pupils on a Child Protection Plan). Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

## **15. Health & Safety**

15.1. The School's Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and when away from the school and when undertaking school trips and visits.

## **16. Monitoring and Evaluation**

16.1. The School's Child Protection Policy and Procedures will be monitored and evaluated by:

- the Board of Governors
- the Headmaster
- the Senior Leadership Team
- the Pastoral Services Committee and in Housemasters' Meetings
- regular meetings of the School's DSLs
- pupil surveys and questionnaires
- scrutiny of attendance data
- the Health and Safety Committee and scrutiny of a range of risk assessments
- review of parental concerns and parent questionnaires

## **17. Associated School Policies**

- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure
- Counselling Policy
- Countering Cyberbullying Policy
- Staff Disciplinary and Capability Procedures
- Drugs, Smoking and Alcohol Policy Statements
- Equal Opportunities Statement
- First Aid Policy
- Health and Safety Policy
- Intimate Care Policy
- Pupil Welfare Strategy
- Restraint and Reasonable Force Policy
- Medication Policy
- Missing Child Policy and Procedures When A Child Is Not Collected on Time
- Safer Recruitment Policy
- School Trips, Excursions and Expeditions Policy
- Security and Workplace Safety Policy
- Sex and Relationships Education Policy
- Sexual Relationships Policy
- Staff Code of Conduct
- Staff Disciplinary and Capability Procedures
- Staff Grievance Procedure

- Supervision Policy
- Visitor Access Policy
- Whistleblowing Policy

**18. Other Key Advice:**

- Allegations against staff (the School refers to Keeping Children Safe in Education in all cases)
- Working Together to Safeguard Children (2018)
- Mandatory Reporting of Female Genital Mutilation – procedural information” (Home Office and DfE, October 2015)
- Further links to advice on specific issues in KCSIE

**19. Surrey Safeguarding Children’s Board Contacts**

- To make a referral to Children’s Services in Surrey, contact is made with the Multi-Agency Safeguarding Hub (MASH)  
Telephone: 0300 470 9100
  - For concerns and advice regarding child protection allegations against staff contact the Duty LADO.
  - Telephone: 0300 200 1006
  - Email: LADO@surreycc.gov.uk
- The LADO provides advice and presides over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.

Compiled By: Designated Safeguarding Lead	Revision Number : 12 (September 2018)
Reviewed By: Senior Leadership Team and Governors	Next Revision Date: Summer 2019

# Appendix One - Recognising Signs of Child Abuse

## 1. Categories of Abuse:

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

## 2. Signs of Abuse in Children:

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

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

## 3. Risk Indicators

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and/or referral to Children's Services
- The absence of such indicators does not mean that abuse or neglect has not occurred.

3.2. In an abusive relationship the child may:

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

3.3. The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child

- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

#### **4. Recognising Physical Abuse**

4.1. The following are often regarded as indicators of concern:

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

#### **5. Bruising**

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

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

#### **6. Bite Marks**

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

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

## **7. Burns and Scalds**

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

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

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

## **8. Fractures**

8.1. Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

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

## **9. Scars**

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

## **10. Recognising Emotional Abuse**

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

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

10.3. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others

- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others

## **11. Recognising Signs of Sexual Abuse**

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

11.2. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

11.3. Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

11.4. Some physical indicators associated with this form of abuse are:

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

## **12. Sexual Abuse by Young People**

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

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

- 12.3. Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is 'acting out' which may derive from other sexual situations to which the child or young person has been exposed.
- 12.4. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.
- 12.5. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **13. Assessment**

- 13.1. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:
- Equality: consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
  - Consent: agreement including all the following: understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
  - Coercion: the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.
- 13.2. In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol 'Working with Sexually Active Young People' available at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding), by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

### **14. Recognising Neglect**

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## **15. Child Sexual Exploitation**

15.1. Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

15.2. Signs include:

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

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

## 16. Domestic Abuse

### 16.1. How does it affect children?

- Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self harm and anxiety.

### 16.2. What are the signs to look out for?

- Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

### 16.3. 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.
- North Surrey Outreach Service: **01932 260690**

# Appendix Two – Honour-based Violence, Forced Marriage and Female Genital Mutilation

## 1. Honour-based Violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL.

## 2. Forced Marriage (FM)

2.1. This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit on **020 7008 0151**.

## 3. Female Genital Mutilation (FGM)

3.1. It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Reed’s School acknowledges its mandatory reporting duty which requires all “known” cases of FGM in Under 18s to be reported to the police.

3.2. Further details on the procedure for reporting cases of FGM can be found in the document “Mandatory Reporting of Female Genital Mutilation – procedural information” (Home Office and DfE, October 2015).

## 4. What is FGM?

4.1. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. It is a form of child abuse and violence against women.

4.2. There are four types of procedure:

- Type 1: Clitoridectomy – partial/total removal of clitoris
- Type 2: Excision – partial/total removal of clitoris and labia minora
- Type 3: Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4: all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

## 5. Why is it carried out?

5.1. Belief that:

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

## **6. Is FGM legal?**

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

6.2. Circumstances and occurrences that may point to FGM happening are:

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

6.3. Signs that may indicate a child has undergone FGM:

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

## **7. The 'One Chance' Rule**

7.1. As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action without delay and call the contact centre.

# Appendix Three - Indicators of Vulnerability to Radicalisation

## 1. Introduction

- 1.1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- 1.2. Extremism is defined by the Government in the Prevent Strategy as:
  - Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- 1.3. Extremism is defined by the Crown Prosecution Service as:
  - The demonstration of unacceptable behaviour by using any means or medium to express views which:
    - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
    - Seek to provoke others to terrorist acts;
    - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
    - Foster hatred which might lead to inter-community violence in the UK.
- 1.4. There is no such thing as a 'typical extremist': those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- 1.5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
- 1.6. Indicators of vulnerability include:
  - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

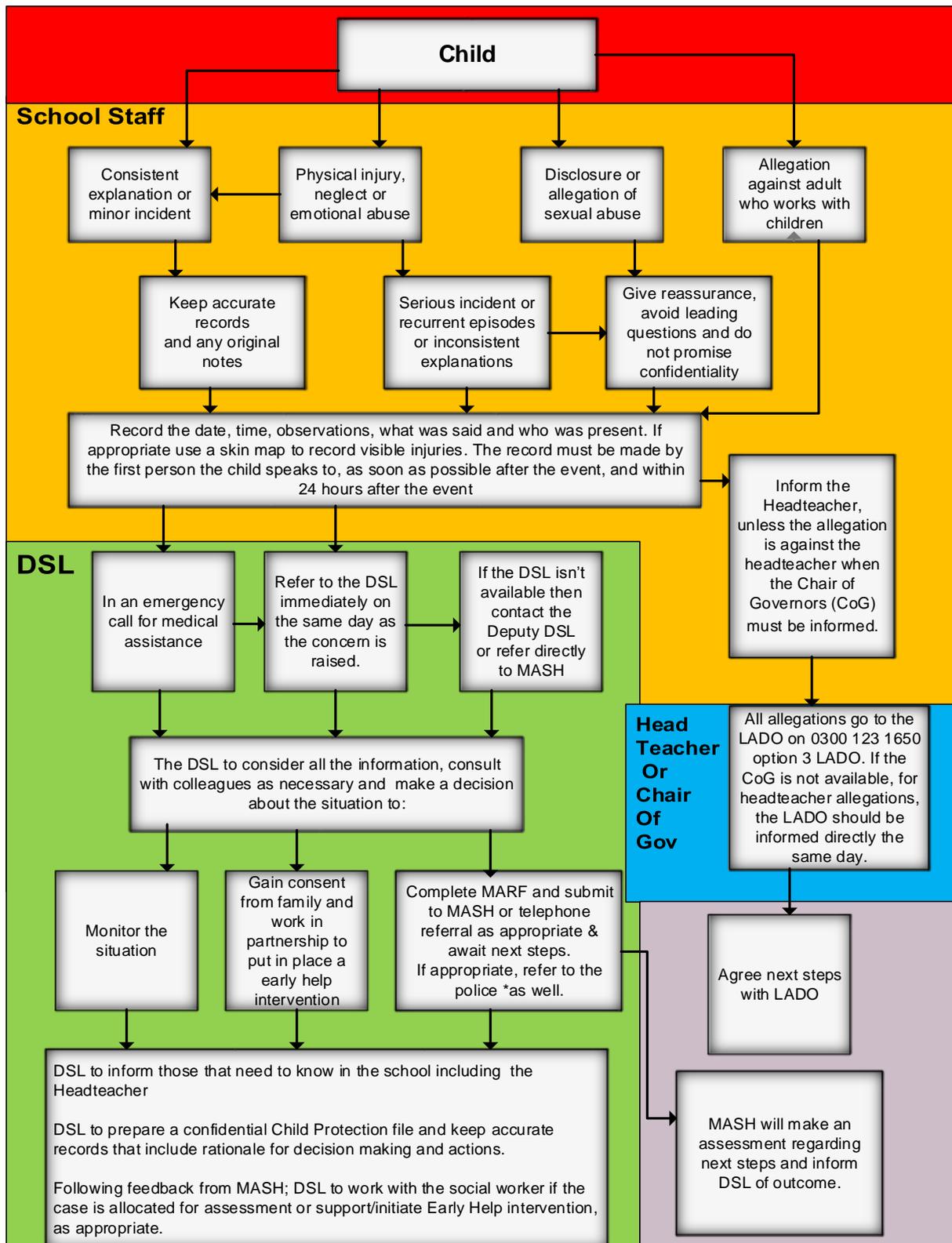
1.7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

1.8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

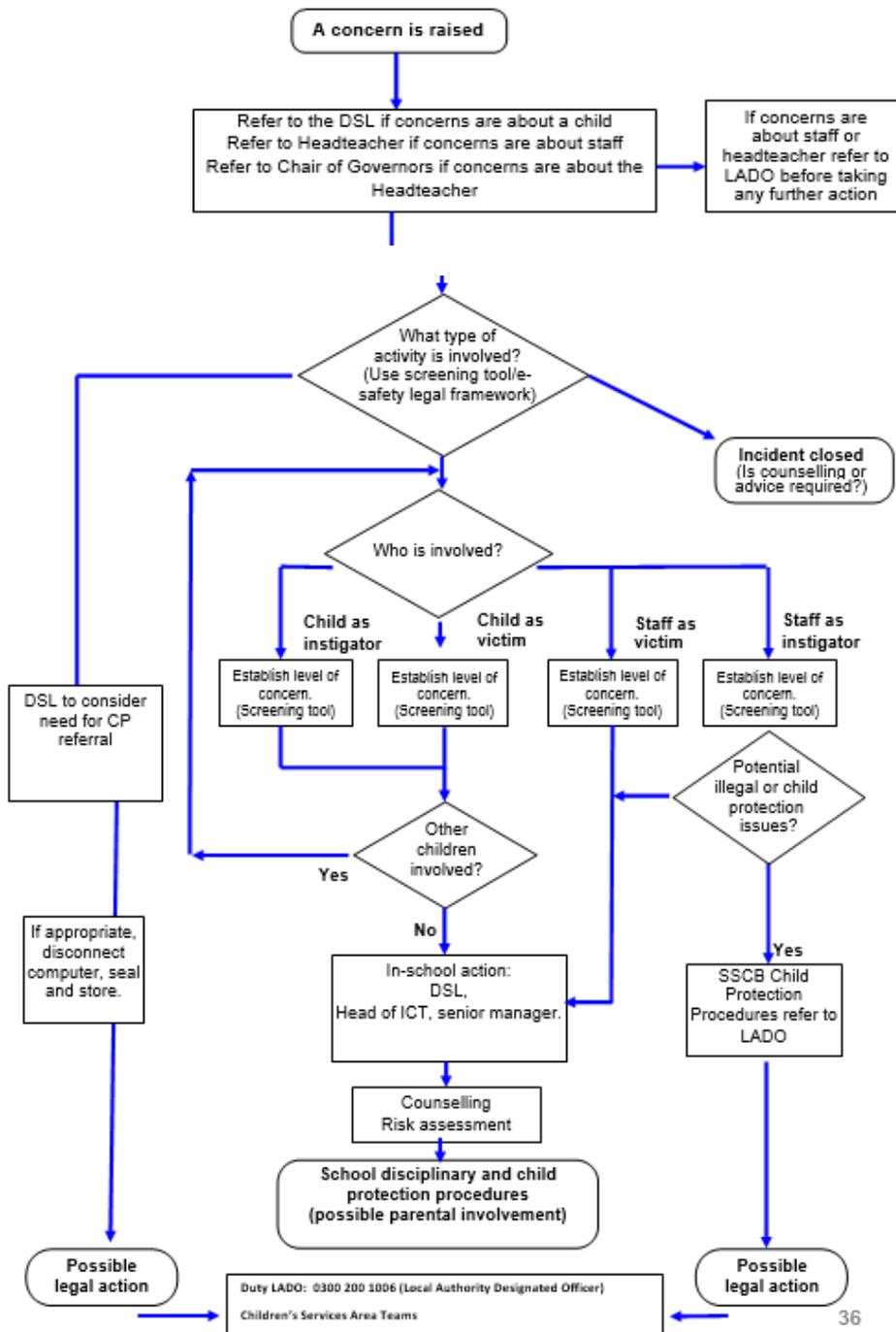
1.9. The Department of Education guidance The Prevent Duty can be accessed via this link.

# Appendix Four – Process to be followed if there are concerns about a child



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

# Appendix Five - What to do if you have an Online Concern



## Appendix Six - Further Advice & Glossary of Terms

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

NSPCC Whistleblowing Helpline: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) 0800 028 0285 (8.00am – 8.00pm)

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

## Safeguarding Policy – Terminology and Glossary

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;
- 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.

Early Help means the providing support as soon as additional needs and support emerge at any point in a child's life.

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

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

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

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

<b>WTSC</b>	Working Together to Safeguard Children
<b>KCSIE</b>	Keeping Children Safe in Education
<b>SSCB</b>	Surrey Safeguarding Children Board
<b>LSCB</b>	Local Area Safeguarding Children Board (at Reed's School this is SSCB)
<b>DSL</b>	Designated Safeguarding Lead
<b>SLT</b>	Senior Leadership Team
<b>DBS</b>	Disclosure and Barring Service
<b>LADO</b>	Local Authority Designated Officer
<b>CPSHE</b>	Citizenship, Personal, Social and Health Education
<b>MASH</b>	Multi-Agency Safeguarding Hub
<b>MARF</b>	Multi Agency Referral Form

<b>HBV</b>	Honour-based Violence
<b>FM</b>	Forced Marriage
<b>FGM</b>	Female Genital Mutilation
<b>CSE</b>	Child Sexual Exploitation
<b>CCE</b>	Child Criminal Exploitation
<b>CME</b>	Children Missing Education
<b>WRAP</b>	Workshop to Raise Awareness of Prevent
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>IICSA</b>	Independent Inquiry into Child Sexual Abuse