



The Winston Churchill School

CHILD PROTECTION POLICY: SAFEGUARDING CHILDREN

Review by:	SLT/Child Protection Team
Adopted by the Full Governing Body:	
Next review:	September 2022

Governor Lead: Andy Erskine **Nominated Lead Member of Staff:** Joanne Mellor & Janet Sigrist

Headteacher: Mrs Zoë Johnson-Walker **Chair of Governors:** David Barter

Coronavirus Pandemic: Child protection during the COVID-19 measures

The school has taken all reasonable steps to put in place provisions to protect all members of the school community but with particular regard to children being educated at home.

Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Refer to Annex to the Child Protection Policy attached.

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Key Personnel

Lead Designated Safeguarding Leads (DSL) are: Mrs Joanne Mellor and Ms Janet Sigrist
Deputy Lead Designated Safeguarding Lead is: Mrs Natalie Cotter
Contact details: dsl@wcsc.org.uk
01483 476861

The nominated child protection governor is: Mr Andrew Erskine
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The Headteacher is: Mrs Zoe Johnson Walker
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The Chair of Governors is: Mr David Barter
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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.
- taking action to enable all children to have the best outcomes.
- Preventing impairment of children's mental or physical health or development.

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 providing support as soon as any needs emerge or are identified 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/college; 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 stepparents, 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.

MAP refers to the Surrey Multi-Agency Partnership.

C-SPA refers to the Children's Single Point of Access

“Safeguarding is everyone’s business”

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

Aims:

- To provide a caring, positive, safe and stimulating environment that supports and promotes the social, academic, physical and moral development of each and every child at The Winston Churchill School.
- To provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.
- To provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school.
- To inform parents and carers how we will safeguard their children whilst they are in our care.

Objectives

- To support the child’s development in ways that will foster security, confidence and independence.
- To maintain an attitude of “It could happen here”
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, 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 non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 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, including the sharing of information with professional colleagues and agencies, especially The Surrey Safeguarding Children’s Partnership (SSCP) - NW Surrey Clinical Commissioning Group 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)¹, and a single central record is kept for audit.

We comply with the Disqualification under the Childcare Act 2006 guidance issued in February 2015.

¹ Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

1.0 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 2018, 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, both Keeping Children Safe in Education 2021 (KCSIE) and Surrey Safeguarding Children Partnership (SSCP) Procedures. Board SSCB Child Protection Procedures²
- 1.2 The Governing body takes seriously its responsibilities under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure clear arrangements within our school to identify, assess, and support those children who are suffering harm are in place. The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
- 1.3 We recognise that all adults, including temporary staff³, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. This policy applies to all members of staff and governors in school.
- 1.4 All staff are committed to providing a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2.0 Safe School, Safe Staff

- 2.1 We will ensure that:
 - 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
 - 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 (including the Headteacher) 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.
 - 2 senior leaders have been appointed as the Lead Designated Safeguarding Leads (DSLs), and that this role is made explicit in their job description
 - upon appointment, all DSLs undertake 'Surrey Safeguarding Children Partnership' training (SSCP Modules 1&2) and also undertake DSL 'New to Role' and the 'Update course' every 2 years.
 - The Lead DSLs also attend the termly Surrey Network meetings as part of their expected training.
 - all other staff have Safeguarding training updated as appropriate and in line with the current legislation
 - in serious or rare cases, the Headteacher will trigger a case review and the team will scrutinise procedures and actions. This may ultimately lead to amendments to strengthen the school's response.

² The SSCB Child protection Procedures are only available online at www.surreycc.gov.uk/safeguarding

³ 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

- a member of the Governing Body (usually the Chair) is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
 - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
 - the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal, social, health and citizenship education (PSHCE) and through relationship and sex education (RSE) and through Winston Extra
- 2.1.2 The DSLs, Joanne Mellor and Janet Sigrist, are members of the Senior Leadership Team. The Deputy DSL is Natalie Cotter. The DSLs have undertaken the compulsory training delivered through the SSCP (Modules 1&2), and have completed the 'DSL New to Role' training. They will complete the biannual training when applicable and attend termly Surrey network meetings.
- 2.1.3 The DSLs, who are involved in recruitment and All members of the SLT and at least one member of the governing body will complete Safer Recruitment Training. Also, T will complete safer recruitment training and will consult with DSL with regard to any issues identified whilst going through the recruitment process. This will be repeated every 5 years.
- 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, included in their arrival pack, the school safeguarding statement of procedures so that they know how to report a concern and who to discuss a concern with.
- 2.1.5 All members of staff are trained in and receive regular updates in online e-safety and reporting concerns (Ref Appendix 3)
- 2.1.6 All members of staff aim to maintain a zero-tolerance approach to sexual violence and sexual harassment
- 2.1.7 All other staff and governors, have child protection awareness training, updated by the DSLs as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.1.8 All members of staff, volunteers, and governors know how to respond to a student who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015)
- 2.1.9 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.
- 2.1.10 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.1.11 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.1.12 We will ensure that child protection concerns or allegations against adults working in the school are referred to the LADO⁴ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁵ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The names of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, and photos of the Safeguarding Team (DSLs) will be

⁴ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 200 1006.

⁵ Contact the LADO for guidance in any case

clearly advertised in school and on FROG with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

- 2.4 All new members of staff will be given a copy of our safeguarding statement, and Child Protection policy, with the DSLs' names clearly displayed, as part of their induction into the school. Photographs of the DSL Team are displayed in every room of the school and on FROG.
- 2.5 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website
- 2.6 All staff will be given a copy of part 1 of Keeping Children Safe in Education 2021 and will sign that they have read and understood it. Similarly, this applies to the Governing Body in relation to part 2 of the same statutory guidance.

3.0 Responsibilities

All School Staff have a key role to play in identifying concerns and in providing help for children. To achieve this, they will:

- 3.0.1 provide a safe environment in which children can learn;
- 3.0.2 establish and maintain an environment where children feel secure and are encouraged to talk and are listened to;
- 3.0.3 understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action
- 3.0.4 understand that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk or suffering abuse, neglect or exploitation
- 3.0.5 know how to respond to a student who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015)
- 3.0.6 consider, at all times, what is in the best interests of the child
- 3.0.7 refer any safeguarding or child protection concerns to the DSL safeguarding team or if necessary where the child is at immediate risk to the Children's Single Point of Access (C-SPA) and /or the police or Children's Social Care;
- 3.0.8 understand Early Help and ensure they are aware of the Early Help⁶ process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSLs in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.
- 3.0.9 provide support for children subject to Early Help, Child in Need or Child protection that is in keeping with their plan
- 3.0.10 treat information with confidentiality but never promise to keep a secret
- 3.0.11 have an awareness of the role of the DSL, the school/college's Child Protection Policy, Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education
- 3.0.12 follow the allegations procedures if the disclosure is an allegation against a member of staff.
- 3.0.13 report low-level concerns (as defined in KCSIE 2021) about any member of staff/supply staff or contractor to the Headteacher.
- 3.0.14 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

⁶ Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

their professional duties and assist the Headteacher in fulfilling their statutory safeguarding responsibilities.

3.1 The Headteacher

In addition to the role and responsibilities of staff the Headteacher will ensure that:

- 3.1.1 the Child Protection and Safeguarding Policy and procedures being implemented and followed by all staff
- 3.1.2 the school fully contributes to inter-agency working in line with Working Together to Safeguarding Children 2018 guidance
- 3.1.3 that there are appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place
- 3.1.4 that the school staff (including governors) have appropriate knowledge of part 5 of KCSIE 2021 guidance
- 3.1.5 that sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSLs and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of students pupils, attendance at strategy discussions and other necessary meetings
- 3.1.6 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**
- 3.1.7 that child-centric systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart**
- 3.1.8 that all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately and children are confident to report that this is the case. And that comprehensive records of all allegations are kept**
- 3.1.9 students pupils being provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- 3.1.10 all staff feel able to raise concerns about poor or unsafe practice and that such concerns are dealt with in accordance with guidance from the DfE, SSCP and Surrey County Council. handled sensitively and in accordance with the whistle-blowing procedures
- 3.1.11 .That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

3.2 The Lead Designated Safeguarding Lead:

In addition to the role and responsibilities of all staff the DSLs will:

- 3.2.1 hold the lead responsibility for safeguarding and child protection (including online safety) working under the guidance of the Headteacher
- 3.2.2 have a "It could happen here" approach to safeguarding
- 3.2.3 encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- 3.2.4 be alert to the specific needs of children in need, those with SEND and young carers.
- 3.2.5 follow DfE and KCSIE guidance on 'Peer on Peer Abuse'
- 3.2.6 understand the risks associated with online activity and be confident with up to date knowledge

- 3.2.7 follow KCSIE and DfE guidance contained in Sexual violence and sexual harassment between children in schools and colleges 2021 and be confident as to what specialist support is available to support all children involved (including victims and perpetrators)
- 3.2.8 make an immediate risk assessment following a report of sexual violence. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required
- 3.2.9 liaise with other agencies and professionals in line with Working Together to Safeguard Children
- 3.2.10 have a working knowledge of SSCP procedures and understand the assessment process for providing early help and statutory intervention.
- 3.2.11 refer a child if there are concerns about possible abuse, to C-SPA (the Children's Single Point of Access) and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Request for Support Form. Requests for support should be made securely by email to cspa@surreycc.gov.uk using the Request for Support Form urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).
- 3.2.12 report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- 3.2.13 keep detailed and accurate written and/or electronic records of concerns about a child even if there is no need to make an immediate referral, recording rationale for decisions made and action taken
- 3.2.14 ensure that all such records are kept confidentially and securely and are separate from student records, until the child's 25th birthday, and are forwarded on to the child's next school or college. Only the Head teacher and DSLs will have access to these files.
- 3.2.15 ensure that when a student leaves the school, their child protection file is passed to the new school (separately from the main student file), ensuring secure transit by delivery or special postal delivery and that confirmation of receipt is obtained.
- 3.2.16 ensure a copy of the CP file will be retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded.
- 3.2.17 ensure that an indication of the existence of the additional CP file in 3.1.3 above is marked on the student records.
- 3.2.18 ensure that either they or an appropriate staff member , with working knowledge and understanding of their role attends case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.2.19 ensure that any student 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 Social Worker
- 3.2.20 organise child protection induction, and annual update training for all school staff.
- 3.2.21 provide, with the Headteacher and Chair of Governors, and contribute to the "Audit of Statutory Duties and Associated Responsibilities" to be submitted to the Education Safeguarding Team at Surrey County Council annually.
- 3.2.22 Report to the Headteacher any significant issues, for example, section 47 enquiries, police investigations or SSCP multi-agency escalation procedures
- 3.2.23

3.3 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 Leads and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSLs the deputy will assume all of the functions above.

4.0 Confidentiality

- 4.1 We recognise that 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. The school uses the guidance in the Data protection: toolkit for schools, 'GDPR and the Data Protection Act 2018' and 'Working Together to safeguard Children 2018'.
- 4.2 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁷
- 4.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 4.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with C-SPA (the Children's Single Point of Access)
- 4.6 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.
- 4.7 The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- 4.8 If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Notifying Parents (covered 4.5)

- 20.1 The School will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSLs will make contact with the parent in the event of a concern, suspicion or disclosure.
- 20.2 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.
- 20.3 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.

⁷ Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008. 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.

5.0 Supporting Children

We recognise that our school may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm. 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.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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.

Our school will support all children by:

- 4.1.1 promoting a caring, safe and positive environment within the school.
- 4.1.2 encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying;
- 4.1.3 recognising that they are capable of abusing their peers. Any report of peer on peer abuse will not be passed off as 'banter' or 'part of growing up' (KCSIE 2021).
- 4.1.4 liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- 4.1.5 notifying Social Care as soon as there is a significant concern;
- 4.1.6 providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority;
- 4.1.7 complying with a section 47 investigation carried out by the police and social services, although parents may not be aware of the allegations;
- 4.1.8 complying with investigations into honour crimes, although parents may not be aware of the allegations;
- 4.1.9 teaching them (students) to understand and manage risk through our PSHCE education and Relationship, Sex and Health Education (RSHE) and through all aspects of school life. This includes online safety.

6.0 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. Members of the safeguarding team utilise supervision opportunities as required.

7.0 Prevention/Protection

7.1 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.

7.2 The school will therefore:

- 7.2.1 work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;

- 7.2.2 maintain a culture where children know they will be heard; where a concern will be taken seriously and where there is no shame attached to a report;
- 7.2.2. include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, Be Smart Be Safe Days
- 7.2.3. ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty;
- 7.2.4 include safeguarding across the curriculum, in Winston Extra and provide PSHCE, 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, online safety, RSHE and empowerment workshops, road safety, pedestrian and cycle training. Also focussed work in Year 6 prepares students for transition to secondary school and more personal safety/independent travel;
- 7.2.4. 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

8.0 Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms of bullying e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND, LGBTQ+, and/or perceived differences are more susceptible to being bullied / victims of child abuse

PSHCE education, through assemblies, tutor time, Winston Extra and Workshops regularly provide opportunities for students to understand bullying is wrong, its impact and how to deal with it.

9.0 Online Safety

- 9.1 Our students increasingly use electronic equipment on a daily basis to access the internet and share and view content and images via social media. sites such as, Whats App, Instagram and Snapchat
- 9.2 It is recognised that, 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. Students 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
- 9.3 The Winston Churchill School has an E-safety safety policy which explains how we aim to keep students safe online and how we respond to related incidents
- 9.4 Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), will consider a referral into the Cyber Choices programme.
- 9.5 Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.
- 9.6 The school online safety co-ordinator is Rachel Smith.

10.0 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.

11.0 Radicalisation, Extremism and Terrorism

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.

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.

- 11.1 The Winston Churchill School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning British values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 11.2 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. The Winston Churchill School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 11.3 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 9.
- 11.4 The Winston Churchill 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.
- 11.5 The school governors, the Headteacher and the Designated Safeguarding Leads (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, applying the anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 11.6 This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Surrey Safeguarding Children Board.Partnership
- 11.7 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/ or to the DSLs. 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 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).
- 11.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

- 11.9 School/college staff receive training to help identify early signs of radicalisation and extremism.

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

12.0 Child Abuse

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.

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 Partnership Levels of Need Threshold Document.

12.1 Peer on Peer Abuse

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

We recognise that children are capable of abusing other children and their peers and this will be dealt with in line with KCSiE (2021) and following recommendations from the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021).

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated or passed off as banter and is not an inevitable part of growing up. We will minimise the risk of peer on peer/child on child abuse by: -

Prevention

- Taking a whole school/college approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by our school's behaviour policy and pastoral support; and by a planned programme of content delivered through the curriculum.
- Engaging with specialist support and interventions.

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.

13. 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.

14. Child Criminal Exploitation (CSCE) & Gangs

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

There are a number of areas in which children 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.

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.

Staff are aware that there is a clear link between regular non-attendance at school and exploitation and will make reasonable enquiries with the child and parents to assess this risk.

At Winston Churchill School, we include the risks of sexual and criminal exploitation in the PSHE and RSHE curriculum, through Winston Extra and focussed workshops. Students are informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They are supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

Please refer to appendix 3, 4 and 5 for indicators and responses of any type of abuse, including sexual harassment and CSE and CCE.

15. Sharing Nudes and Semi Nudes

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.

Sharing Nudes/Semi-Nudes 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 Sharing nudes and semi-nudes: advice for education settings working with children and 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.

Please refer to Appendix 6 for our response

Private Fostering

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 or 18 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. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Surrey Children's Social Care of the circumstances C-SPA immediately

Children Looked After

The most common reason for children becoming looked after is because of abuse and neglect.

The designated teachers for children looked after are the DSLs, who have details of the child's social worker and the name and contact details of the Surrey County Council's virtual school head for children in care.

The designated teachers for children looked after work with the SCC virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan.

Children Missing Education

The school recognises that children missing education, can be a vital warning sign of a range of safeguarding possibilities.

The DSLs will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities and will adhere to guidance: The Education (Pupil Registration) (England) 2006 (amended 2016).

Young Carers

At The Winston Churchill School, we believe that all children and young people have the right to an education, regardless of what is happening at home. When a young person looks after someone in

their family who has a serious illness, disability or substance misuse problem, he or she may need extra support to help him or her get the most out of school.

The Winston Churchill School will support Young Carers by:

- Having a member of staff with special responsibility for young carers and lets all new students know who they are and what they can do to help.
- Including PSHE lessons on the challenges faced by young carers. Having a weekly Young Carers drop in where Young Carers can meet together and be supported.
- Including Surrey Young Carers within the assembly programme.
- Promoting Surrey Young Carers to our students and their families.
- Being accessible to parents who have mobility and communication difficulties and involves them in parents' evenings.
- By respecting the right to privacy by only sharing information about them and their families with people who are involved in supporting them.
- Considering alternatives if a young carer is unable to attend out of school activities e.g. detention, sports coaching, concerts, due to their caring role.
- Complying with the Disability Discrimination Act by offering disabled parents support to get their children into school.

Physical Intervention

We acknowledge that staff should only ever use physical intervention as a last resort and in line with KCSIE 2021 'the decision to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned' and the school's Behaviour Policy, when a child is endangering him/herself or others, and that at all times it should be the minimal force necessary to prevent injury to another person or themselves.

Such events should be recorded and signed by a witness and logged centrally by the school.

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.

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 boundaries⁸, in line with the school Behaviour Policy.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour policy.

Guidance about conduct and safe practice, including safe use of mobile phones and social media by staff and volunteers will be given at induction⁹ and annually updated.

We understand that a student may make an allegation against a member of staff.

⁸ 'Guidance on Safer Working Practices is available on the DfE website

⁹ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website, also the [SCC E-safety toolkit](#)

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 Headteacher¹⁰.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)¹¹ at the earliest opportunity.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.

The school will follow the school's procedures for managing allegations against staff.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and HR Consultant in making this decision, having completed the suspension risk assessment.

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

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Whistle-blowing

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. 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.

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

Health & Safety

Our Health and Safety and E-safety policies, set out in separate documents, reflect the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

Monitoring and Evaluation

Our Child Protection Policy and procedures will be monitored and evaluated through:

- Link Safeguarding Governor visits to the school and written monitoring reports
- SLT 'drop ins' and discussions with children and staff
- Student surveys and questionnaires
- Scrutiny of trends from analysis of CPOMS
- Case reviews

¹⁰ or Chair of Governors in the event of an allegation against the Headteacher

¹¹ Duty LADO 0300 200 1006

- Scrutiny of attendance data
- Scrutiny of range a of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents monitored by senior staff and the Governing Body.
- Review of parental concerns and parent questionnaires
- External consultant reviews

The Child Protection Team

- Ms J Sigrist & Mrs J Mellor – Lead Designated Senior Leads (DSLs)
- Mrs N Cotter – Deputy Designated Safeguarding Lead
- Ms M Adams – Designated Safeguarding Lead
- Miss I Hazzlewood – Designated Safeguarding Lead
- Miss R Knight – Designated Safeguarding Lead
- Mr T Flood – Designated Safeguarding Lead

This policy also links to our policies on:

Behaviour (including physical intervention)
Staff Code of Conduct
Whistleblowing
Anti-bullying
Health & Safety
Managing allegations against staff
Parental concerns and complaints
Attendance
Curriculum & PSHCE
Teaching and Learning
Drug Education
Relationships Sex and Health Education
E-Safety, including staff use of mobile phones
Risk Assessment
Safer Recruitment
Sexual Violence and Sexual Harassment

Signed: Chair of Committee.....Date:.....

Appendix 1

Child Protection Procedures

The following procedures apply to all staff working in the school/college and will be covered by training to enable staff to understand their role and responsibility.

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.

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.

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.

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.
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
 - 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 or / equivalent on electronic based records
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for immediate significant harm

Following a report of concerns the DSL must:

1. Using the SSCP Levels of Need, decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the C-SPA 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 C-SPA. However, this should only be done when it will not place the child at increased risk or could impede a Police investigation. The child's views should also be considered.

If there are grounds to suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. By sending a Request for Support Form by secure email to: cspa@surreycc.gov.uk. 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 the C-SPA of the occurrence and what action has been taken

3. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA to discuss concerns
4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering early help.
5. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA 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.
6. When a child needs 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 C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

7. 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.

Appendix 2 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 need to pass information to other professionals to help keep the child and/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 C-SPA 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/college premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

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

Reassure

- Reassure the child, 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'

Respond

- Respond to the child 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 child may care about him/her, and reconciliation may be possible
- Do not ask the child 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 child that it will be a senior member of staff

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 C-SPA 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

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, person/s 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'

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

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?

Appendix 3 - Recognising Peer on Peer Abuse

The forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
 - Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
 - Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others (For more information, please see Appendix 2).
 - Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences.
-
- Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, The Winston Churchill School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
 - Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using The Winston Churchill School’s child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Appendix 4 - Child abuse

Categories of Abuse:

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

Signs of Abuse in Children:

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

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

Risk Indicators

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with the DSL, (or in their absence the Headteacher)
- May require consultation with and / or referral to Children's Services

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

In an abusive relationship the child may:

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

The parent or carer may:

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

- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents/carers 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)
- Marks on wrists or ankles (as if tied)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

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

- 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
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

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

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

Burns and Scalds

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements

- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water on 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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Emotional Abuse

- 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 – as in domestic abuse.
- Most harm is produced in low warmth, high criticism homes, not from single incidents.

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

The following may be indicators of emotional abuse:

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

Recognising Signs of Sexual Abuse

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

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

It is often perpetrated by people who are known and trusted by the child. Children can also be the subject of child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. The [SSCP professional guidance](#) provides school/college 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 women and other children can commit sexual abuse too

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

Neglect

- Neglect is a lack of 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.
- 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.

Recognising Neglect

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- A child who is regularly in school very early and/or late leaving
- Failure of a 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

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

Appendix 5 Sexual violence and sexual harassment between children in schools

Peer on Peer Abuse – Policy

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or 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 find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. 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, adults, and school/college and college staff are supported and protected as appropriate.

Responding to reports of sexual violence and sexual harassment

Children making any report of sexual violence or sexual harassment including “upskirting” (The Voyeurism Offences Act 2019) 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 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 Request for Support will be made to the C-SPA securely email: cspa@surreycc.gov.uk or telephone 0300 470 9100, as appropriate.

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/college.
- The victim and the alleged perpetrator sharing classes and space at school/college.
- 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/college's approach to supporting and protecting children.

Support regarding risk assessments can 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:

- Manage internally
- Early Help intervention
- Request for support to the C-SPA
- Report to the Police (generally in parallel with a request for support to the C-SPA)

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/college 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/college 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 children).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school/college 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 in school, the Headteacher/ will continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on the school 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 children & adults affected 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/college 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/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children 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 2021

Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021)

Harmful Sexual Behaviour

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and once Brook training has been undertaken it can be used 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, the school/college 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/college 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.

Child Sexual Exploitation

The DSL will consider the published SSCP guidance and advice 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.

Staff should refer to Part A of “Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation” (2017) for comprehensive guidance on C

Child Sexual Exploitation.

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

Signs include:

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

- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- patterns of absence, maybe around a weekend or absent with another student
- 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.

Child Sexual and Criminal Exploitation

A request for support to the C-SPA will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. The DSL will contact the C-SPA. If there is concern about a child's immediate safety, the Police will be contacted on 999.

Sexual Abuse by Young People

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

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

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

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

Assessment (by CP team only)

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.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice to assist in identifying and responding appropriately to sexual behaviour is available from the Brook Sexual Behaviours Traffic Light Tool. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

Appendix 6 Sharing Nudes or Semi-Nudes 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 illegal. 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'¹².
- 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 as soon as possible. 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 should not view, copy or print the youth produced sexual imagery.
- Immediate referral at the initial review stage should be made to Children's Social Care/Police if the incident involves an adult.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people (publ Dec 2020)

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 making or sharing nudes/semi-nudes, 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 images.

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

Parents should be informed at an early stage and 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 child has been harmed or is at risk of harm a request for support should be made to the C-SPA and/or the Police as appropriate.

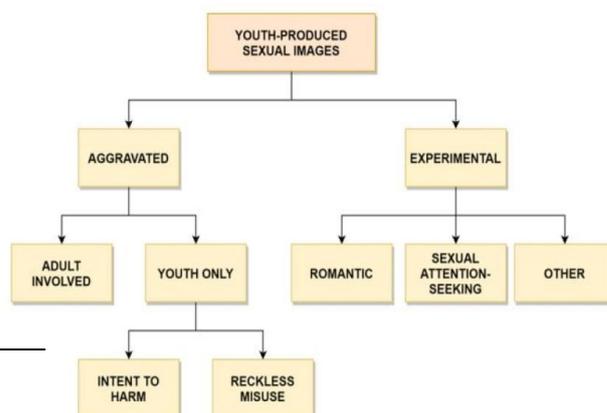


Fig 1: Sexting, a typology (Einkelhor and Wolak)

Immediate request for support 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 SEND).
- 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 children involved and may decide, with input from the Headteacher/Principal, to respond to the incident without referral to the C-SPA 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 child involved understands consent.
- 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 sexual imagery previously.

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

The DSL will record all incidents of making, sharing and sending nudes and semi-nudes including the actions taken, rationale for actions and the outcome.

Appendix 7 Forced Marriage (FM) and Female Genital Mutilation (FGM)

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 020 7008 0151.

Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

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

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

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

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that The Winston Churchill School staff take action **without delay** and make a referral to children's services. All staff are legally required to report cases to the police (Mandatory reporting of FGM: procedural information 2015 / last updated 2020). Failure to do so will result in disciplinary measures and could ultimately lead to them being barred from working.

Appendix 8 - 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.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act)

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. These include: slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse. The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect.

The school/college is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey school/colleges; where every school/college day 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/college (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.

Domestic Abuse - 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.

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.

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.

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822

Appendix 9- Indicators of vulnerability to radicalisation

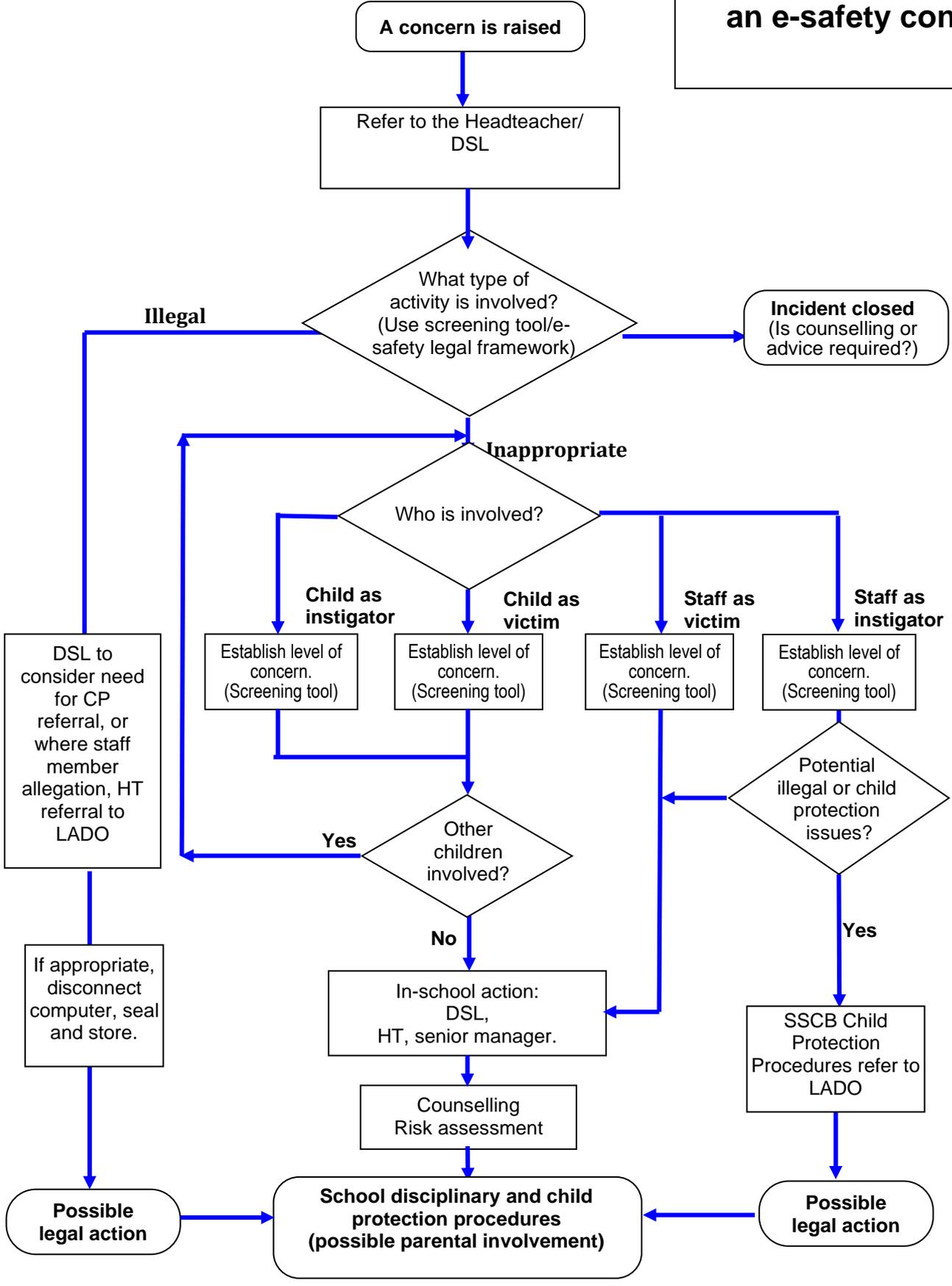
1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student 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 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 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 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.
7. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;

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

Appendix 10

What to do if you have an e-safety concern:



Duty LADO: 0300 200 1006 (Local Authority Designated Officer)
Children's Services Area Teams

Appendix 11

Additional Resources

- [Surrey County Council Education Safeguarding Team webpages](#)
- [NSPCC webpages](#)
- [Childline webpages](#)
- [CEOP ThinkuKnow webpages](#)
- [Anti Bullying Alliance webpages](#)
- [Childnet International](#)
- [Safer Internet Centre webpages](#)
- [Contextual Safeguarding Network webpages](#)
- [Surrey Safeguarding Children Partnership webpages](#)
- [Lucy Faithfull Foundation webpages](#)
- [The Prevent Duty](#)