



Sutton Valence School

Little Lambs Nursery

[littl lambsnursery.org.uk](http://littl lambsnursery.org.uk)

Preparatory School

[svs.org.uk](http://svs.org.uk)

# Safeguarding and Child Protection Policy 2020



## Key Contact Personnel in School

Designated Safeguarding Lead (Holds ultimate responsibility for Safeguarding): James Watkins, Deputy Head ([watkinsj@svs.org.uk](mailto:watkinsj@svs.org.uk) 01622 845 812)

Designated Safeguarding Lead (DSL): Philippa McCarmick, Head of Pre-Prep ([mccarmickp@svs.org.uk](mailto:mccarmickp@svs.org.uk) 01622 845 816)

EYFS Designated Safeguarding Lead: Lisa Davidson, Assistant Nursery Manager ([davidsonl@svs.org.uk](mailto:davidsonl@svs.org.uk) 01622 845 117)

EYFS Designated Safeguarding Lead: Lyndsey Martin, Nursery Supervisor ([martinl@svs.org.uk](mailto:martinl@svs.org.uk) 01622 845 117)

Online Safeguarding Lead (OSL): Jon Evans ([evansj@svs.org.uk](mailto:evansj@svs.org.uk) 01622 845 117)

Named Safeguarding Governor: Helen Brunt ([brunth@svs.org.uk](mailto:brunth@svs.org.uk))

Additional Safeguarding Governor: David Page ([paged@svs.org.uk](mailto:paged@svs.org.uk))

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. This policy addresses the Independent School Standards Regulations (ISSRs April 2019) and the consequent ISI Regulatory Requirements (last updated in September 2019) Part 3 - Welfare, health and safety of pupils, Paras 7(a) and (b), 8(a) and (b) and 9 and EYFS Section 3. This policy has been developed in accordance with the principles established by The Children's Acts (1989 and 2004), The Education Acts (1996 and 2002), The Equality Act (2010) and the Protection of Freedoms Act (2012)

Date written: September 2020

Date agreed and ratified by the Governing Body: (September 2020)

Date of next review: June 2021

**This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.**

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## What to do if you have a welfare concern at Sutton Valence Preparatory School

### Why are you concerned?

- For example
  - Allegation/ child shares a concern or worry
  - Indicators of physical, emotional or sexual abuse, including peer-on-peer abuse or neglect

### Immediately record your concerns

- Follow the school's procedure
  - Reassure the child
  - Clarify concerns if necessary (**TED: Tell, Explain, Describe**)
  - Record incident using Safeguarding Incident/Concern Form ("Green Form") See Appendix B
  - Use child's own words
  - Sign and date your records
  - Seek support for yourself if required from DSL

### Inform the relevant Designated Safeguarding Lead where possible.

#### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCMP Support Level Guidance document and procedures: [www.kscmp.org.uk](http://www.kscmp.org.uk)
- Refer to other agencies as appropriate e.g. Internal or community services, Early Help open access, LADO, Police or Request for Support for integrated children's services \*
- If unsure then consult with Area Education Safeguarding Advisor or Local Authority Social Worker at Central Referral Unit. See Section 24 of this policy for Local Support Contact Details.

#### If you are unhappy with the response Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures
- Contact the NSPCC

#### Pupils and Parents:

- Follow school complaints procedures which can be found on the School's website.

### Record decision making and action taken in the pupil's Child Protection/safeguarding file

#### Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

### Review and request further support (if necessary)

At all stages the child's circumstances will be kept under review  
The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

\* Specialist outside agencies may undertake the investigation; such incidents will also be reported to the Charities Commission by the United Westminster and Grey Coat Foundation.

## 1. Introduction and Ethos

This Policy applies to Sutton Valence Preparatory School (including, as the context requires, the Little Lambs Nursery, the Pre-Preparatory School and the Preparatory School).

Sutton Valence Preparatory School is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. The School promotes an open culture in which concerns or questions about safeguarding can be raised at any time, and in any context. We recognise our statutory responsibility to safeguard and promote the welfare of all children.

Sutton Valence Preparatory School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our School, children are respected and encouraged to talk openly.

Our School core safeguarding principles are:

- We are an important part of the wider safeguarding system for children.
- It is our whole school responsibility to safeguard and promote the welfare of children.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All our staff understand safe professional practice and adhere to our safeguarding policies.
- We are aware of the specific needs of our SEN/D students and those new to the School at any point in the academic year.

The aim of the following procedures is to ensure that the safeguarding, protection and general welfare of all our pupils is of paramount importance.

## 2. Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes. (KCSIE 2020)

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body, which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Leads / Head will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

There are four main elements to our child protection policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);

- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-agency Partnership (KSCMP).

For the purposes of this document, a child is considered to be anyone under the age of 18. The perpetrator of abuse could be someone who is either an adult, an adolescent or a peer.

### 3. Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education 2020 (KCSIE)
  - *Keeping Children Safe in Education (KCSIE)* incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006 (Updated August 2018)*. Issued under Section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulation 2019; KCSIE also refers to the non-statutory advice: *What to do if you are worried a child is being abused: Advice for practitioners March 2015*;
- Working Together to Safeguard Children 2018 (WTSC) (*Updated February 2019*) This document refers to the non- statutory advice: *Information Sharing 2018*;
- What to do if you're worried a child is being abused: advice for practitioners (March 2015). This document is specifically recommended for Early Years practitioners.
- Ofsted: Education Inspection Framework (2019), including EYFS
- Protecting Children from Radicalisation: The Prevent Duty (2015)
- The Department of Health Framework for the Assessment of Children in Need and their Families (2000)
- Kent Safeguarding Children Procedures (Online)
- Early Years and Foundation Stage Framework 2017 (EYFS)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

The School acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):

- Children and the court system
- Children Missing Education (CME)
- Children with family members in prison
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE/ County Lines)
- Domestic Abuse
- Homelessness
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls

- Hate
- Honour based abuse
- Mental health
- Missing children and adults
- Online safety
- Peer on Peer Abuse
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children
- Human trafficking and modern slavery
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping Children Safe in Education’ 2020)

#### **4. Related Safeguarding Policies**

- This policy is one of a series in the School’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
  - The Sutton Valence Preparatory School Online Safety Policy
  - The Sutton Valence Preparatory School Anti-Bullying Policy
  - The Sutton Valence School Data Protection, GDPR and Information Sharing policies
  - The Sutton Valence Preparatory School EYFS Toileting and Intimate Care Procedure
  - The Sutton Valence School Health and Safety Policy
  - Risk Assessments (e.g. School trips and use of technology)
  - The Sutton Valence Preparatory School Behaviour Management and Discipline Policy
  - The Sutton Valence Preparatory School Supervision Policy
  - The Sutton Valence School Policies relating to the use of Electronic devices;
  - The Sutton Valence Preparatory School Missing Child Policy
  - The Sutton Valence School Positive Handling Policy
  - The Sutton Valence School Outside Speakers Protocol and Policy
  - The Sutton Valence School Supervision Policy
  - The Sutton Valence School Staff Handbook which includes the Code of Conduct and guidelines for School life

#### **5. Key Responsibilities**

The School has nominated governors for safeguarding. They have read and will follow KCSIE 2020. The nominated governors will take the lead role in ensuring that the School has an effective policy, which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

The Governing Body and the Head will ensure that the DSLs are properly supported in their role through regular meetings and termly updates.

##### **5.1 Designated Safeguarding Lead (DSL)**

The School has appointed two members of the Senior Management Team, James Watkins (Deputy Head) and Philippa McCarmick (Head of Pre-Prep and Early Years), as the Designated Safeguarding Leads (DSLs). The DSLs have the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The Online Safeguarding Lead (OSL), Jon Evans, provides cover for every aspect of this role and attends Child Protection conferences with focus on Online Safety.

In addition to the above named members of staff, Lisa Davidson (Assistant Nursery Manager) and Lyndsey Martin (Nursery Supervisor) have been trained as Early Years DSLs and will assume responsibility for the 50 week Nursery during School holidays.

- There will be a handover of relevant information between the DSLs and the EYFS DSLs before and after School holidays to ensure consistency of provision.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

All DSLs (including EYFS DSLs) are trained to the same standard. The ultimate lead responsibility for safeguarding and child protection remains with James Watkins and this responsibility will not be delegated.

All staff with responsibility for safeguarding are accountable to the Head, Miss Claire Corkran.

**It is the role of the DSL to:**

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children, taking into account the context within which incidents and/or behaviours occur. This is known as Contextual Safeguarding.
- In the case of Looked After Children the DSLs should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with a nominated DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children 2018. This may include referring to the Channel programme, where radicalisation is a concern, or the police for any FGM concern.
- Ensure that locally established referral procedures are followed as necessary. NB. Referrals to statutory agencies do not require parental consent.
- Represent, or ensure the School is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the School's role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the School to discuss any safeguarding concerns. Early Years DSLs will assume responsibility for the 50 week Nursery during School holidays.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2020. Staff will be provided with formal and/or informal updates as new information and guidance comes to light.
- Where children leave the School, the designated safeguarding lead will ensure their child protection file is reviewed and transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained. This should be transferred separately from the main pupil file.
- DSLs will oversee the work of the OSL and promote Online Safety throughout the School.
- Raise awareness and provide advice and support to other staff and volunteers on child welfare and child protection matters;
- The Designated Safeguarding Leads will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

## 5.2 Members of Staff

### All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from Early Help.
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare. This is known as Contextual Safeguarding. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).
- Be aware that mental health problems can, in some cases, be an indicator that a child is at risk of suffering abuse, neglect or exploitation. Any abuse, neglect or traumatic adverse childhood experience (ACE) can have a long-lasting impact. Staff are well-placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. These safeguarding concerns should be reported in the usual manner. However, only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Understand the Early Help process and their role in it.
  - Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to teenage years.
  - The School will follow the guidance provided by the KSCMP in identifying, assessing and acting to support children who may benefit from early help. This will be done through the use of the Front Door system from October 2018 (<https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/front-door>).
- Understand the School's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated. This includes reading Part 1, 4 and 5 of KCSIE, as well as Annex A and the School's Safeguarding Policy.

Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.

- All members of staff should be aware that if, at any point, there is immediate danger or risk of serious harm to a child, a referral should be made to Children's Social Care and or the police directly and without delay, and that anyone can make a referral. The DSL should be informed as soon as possible that a referral has been made. The School will raise Child Protection/Safeguarding concerns with parents/guardians at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.
- Know what to do if a child tells them that he or she is being abused or neglected, including peer-on-peer abuse. This includes notification of the relevant DSL in a timely fashion, using School reporting procedures, outlined on page 2 of this document.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Attend weekly pupil briefings. These enable staff to and DSLs to readily identify and initiate Early Help for our students.
- In compliance with Data Protection Legislation, consent for and use of images of pupils are done so in line with the "Use of Images of Students at Sutton Valence School" policy. A list of those pupils whose parents have not consented to their photographs being taken, is held on ISAMS
- A member staff must not give pupils lifts in their own vehicle without the prior agreement of the DSL and having completed the Solo Journey Form held in the Deputy Head's Office. Parental permission should also be obtained and the vehicle insurance must provide for this use.
- All members of staff must be aware of the School's procedures for pupils who are absent without permission (i.e. missing child procedure) refer to the Missing Child Policy;
- All members of staff must adhere to the Code of Conduct, issued to all staff as part of their induction process.

### **EYFS staff:**

With reference to child protection in EYFS, Ofsted will be informed of any allegations of serious harm and abuse by any person living, working or looking after the children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Ofsted will be informed of any such incident within fourteen days.

Termly supervision opportunities are made available for all staff working with EYFS pupils to discuss any sensitive issues – particularly concerning children’s development or wellbeing. This applies to class teachers, specialist teachers and teaching assistants:

Staff receive yearly safeguarding updates and reminders of the types of abuse, including female genital mutilation in the list of types of abuse (FGM); see Appendix A

EYFS staff will keep their mobile phones in the classroom cupboard during the working day. The only time they may be removed from the cupboard is when a member of staff is on a playtime duty. In this instance, the phone is only to be used for the purpose of contacting the School office or the emergency services, should they be required.

Personal mobile phones or personal electronic devices must not be used to take or store photographs of pupils. Only cameras or tablets owned by the School should be used to take photographs of the pupils. Such photographs must remain on the School site and the cameras and tablets not taken to private residences.

The number of a School mobile phone is made available to those parents whose children are in Little Suttons, our after-school care club.

### **5.3 Children and Young People**

#### **Children and young people (pupils) have a right to:**

- Contribute to the development of school safeguarding policies
- Receive help from a trusted adult.
- Learn how to keep themselves safe by recognising when they are themselves at risk and how to get help when they need it, including online.

### **5.4 Parents and Carers**

#### **Parents/carers have a responsibility to:**

- Understand and adhere the relevant school/policies and procedures.
- Talk to their children about safeguarding issues and support the School in their safeguarding approaches.
  - Identify behaviours that could indicate that their child is at risk of harm, including online, and seek help and support from the School, or other agencies.

Parents can obtain a copy of the School Child Protection Policy and other related policies on request and can view them via the [School website](#).

## **6. Recognition and Types of Abuse and Neglect**

All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:

- Physical abuse and injury
- Sexual abuse
- Emotional abuse
- Neglect

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

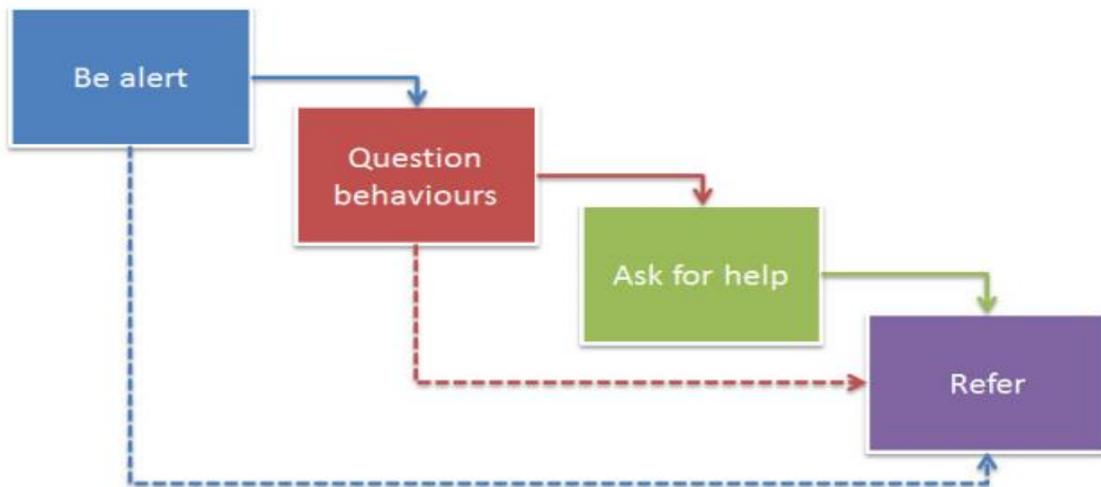
By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

See Appendix A for further explanations.

## 7. Safeguarding and Child Protection Procedures

Sutton Valence Preparatory School adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website [www.kscmp.org.uk](http://www.kscmp.org.uk)

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children's Social Work Services and/or the police. NB. Referrals to statutory agencies do not require parental consent.

**The role of the School in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

The DSL may seek advice or guidance from Area Education Safeguarding Advisor from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.

For pupils, families and staff, there are many additional sources of support at Sutton Valence Preparatory school. These include educational psychologists, Learning Support and counselling. Medical services, access to

a GP and onwards referral (e.g. to CAMHS or for possible psychological specialist help) are available. Liaison and coordination between the services are maintained by the DSL attending multi- agency meetings. It is usual to involve parents from the outset and any concerns can be raised by the Form teachers, Medical Centre or by one of the DSLs.

All members of staff are made aware of the internal and local Early Help support services. Where a child is being offered or receiving Early Help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.

The DSLs will keep all Early Help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.

All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

**In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCMP, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.

In the absence of the availability of a DSL to discuss an immediate and urgent concern, staff can seek advice from any other listed DSLs, including EYFS DSLs. They may also seek advice from Sally Rose (DSL at SVS), the Education Safeguarding Service or via consultation from a Local Authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

On occasion, staff may pass information about a child to a DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with that DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the School's escalation process.

If a child's situation does not appear to be improving, then the DSLs (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Service.

## **8. Record Keeping**

Staff will record any welfare concern that they have about a child on the School's safeguarding incident/concern form [See Appendix B] and pass them without delay to the relevant DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the relevant DSL.

**Incident/Welfare concern forms ("Green Forms") are kept in the staffroom, in the School Office, in the Deputy Head's office and the Head of Pre-Prep's office. Each member of staff is given a copy as part of their induction process.**

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the School. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSLs. Safeguarding records are shared with staff on a 'need to know' basis only.

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".

The Head will be kept informed of any significant issues by the DSL.

## 9. Multi-agency Working

Sutton Valence Preparatory School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018)

Schools are not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. Sutton Valence Preparatory School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The Senior Management Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies. [NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

## 10. Confidentiality and Information Sharing

Sutton Valence Preparatory School recognises that all matters relating to child protection are confidential. The Head or DSLs will only disclose information about a pupil to other members of staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

DfE Guidance on Information Sharing (July 2018) provides further detail. This information is displayed in the Staffroom

## 11. Complaints

The School has a **Complaints Procedure** available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found on the School website and is available from the School office.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. The procedures followed by Sutton Valence School in respect of allegations of abuse made against teachers and other staff which includes volunteers shall, in all regards, follow the guidance set out in Part 4 of *'Keeping Children Safe in Education'* KCSIE 2020

## 12. Staff Induction, Awareness and Training

All members of staff have been provided with a copy of Part One, Four and Five of “*Keeping Children Safe in Education*” (2020) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2020. Members of staff have signed to confirm that they have read and understood Part One, Four, Five and Annex A. This is available in the School Office.

At the beginning of each School year, all staff will be provided with a copy of this policy, the updated version of the Online Safety Policy and a letter which outlines the key points from the updates to KCSIE.

The DSL will ensure that all new staff, students and volunteers are aware of the School’s internal safeguarding processes, following the Induction Checklist.

New staff will be issued with a Child Protection Advice Leaflet, which provides a summary of safeguarding responsibilities for all adults working at Sutton Valence Preparatory School. This is updated yearly.

All staff members will receive training to ensure they are aware of a range of safeguarding issues.

All staff members will receive regular safeguarding and child protection updates, at least annually. Additionally, at the staff meetings, current issues are highlighted and staff receive updates at least via email, online training via Edu-care and documentation to help maintain their skills and knowledge.

All staff (including EYFS) have completed the on-line Channel Training as part of their Prevent Awareness Training. All staff have a legal obligation to have due regard to the need to prevent people from being drawn into terrorism.

All staff members will be made aware of the School’s expectations regarding safe and professional practice via the code of conduct and policies relating to the use of electronic devices.

The DSLs and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained. This is held in the School Office

Although the School has a nominated lead for the Governing Body (Helen Brunt), all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## 13. Safe Working Practice

All members of staff are required to work within clear guidelines on Safe Working Practice / the School’s Code of Conduct.

Staff should be aware of the School’s **Behaviour Management & Discipline and Positive Handling Policies**, and any physical interventions must be in line with agreed policy and procedures.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the guidelines set out in the Staff Handbook.

## 14. Staff Supervision and Support

Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The School will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff will be supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

Sutton Valence Preparatory School will ensure that members of staff who are working within the Foundation Stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

## **15. Safer Recruitment**

Sutton Valence Preparatory School is committed to ensure that it develops a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

The Governing Body and SMT are responsible for ensuring that the School follows safe recruitment processes outlined within guidance.

Sutton Valence Preparatory School is responsible for ensuring that the School maintains an accurate Single Central Record (SCR) in line with statutory guidance.

The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools, including statutory guidance from the Department for Education on the application of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 regulations").

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. This includes anything which may represent "transferrable risk", such as domestic violence.

## **16. Allegations Against Members of Staff and Volunteers**

Sutton Valence Preparatory School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head or deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Head then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance, without informing the Head.

The procedures followed by Sutton Valence School in respect of allegations of abuse made against teachers and other staff which includes volunteers and supply staff, shall, in all regards, follow the guidance set out in Part 4

of 'Keeping Children Safe in Education' KCSIE 2020. Where an allegation is made against a supply teacher, the guidance will, likewise, be followed, including discussions with the supply agency.

All staff (including supply staff) and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior management team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. All members of staff are made aware of the School's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

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

“Non-recent abuse (also known as historical abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is not 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.” (From [www.nspcc.org.uk](http://www.nspcc.org.uk)) In the event of an allegation being made against the School, this will be referred to the Headmaster by any member of staff who is contacted for comment. If the member of staff who has the allegation made against them is still working at the School, normal “Allegations against Staff” procedures will be followed.

### **When in doubt – consult**

## **17. Peer on Peer Abuse**

All members of staff at Sutton Valence Preparatory School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence, upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence under the Voyeurism (offences) Act); and 'sexting'. The School firmly rejects the idea that deliberate unpleasantness can be excused by describing such behaviour as banter. The School is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Sutton Valence Preparatory School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern in accordance with Kent Safeguarding Children Board procedures.

Further information about the School's response to specific allegations can be located in

- Online Safety Policy
- Behaviour and Discipline Policy
- Anti-Bullying policy
- Equal Opportunities policy

- PSHE Policy
- Learning Support Policy
- Policies relating to the use of electronic devices
- Whistleblowing Policy

Under *Guidelines for School Life*, found in the School's Anti-Bullying Policy, advice sets out the following familiar key phrases for pupils to use if they feel they are being harassed by another person:

'I've had enough. I want you to stop doing that' or  
'I've had enough. I want you to stop saying that'.

The policy states that these phrases are not intended to make the other person stop the harassment immediately; they make it easier for the School to manage the harassment. Any student repeating such phrases lets the person know that they regard the situation as one of harassment and that the incident will be reported."

Other ways in which the School sets out to minimise these risks include:

- Regular class discussions on the School's use of The Golden Rules;
- Circle Time;
- Online Safety, ICT lessons;
- PSHE;
- Mandatory Sex and Relationships Education (SRE)
- Publicity signposting contact routes to helplines;
- Safe use of social media talks given to Year 6;
- Safe use of the internet talks given to KS1 and KS2
- School Council;
- School Counsellor;
- School Nurses.

Any allegations of peer-on-peer abuse will be recorded and investigated. Both the victim and the perpetrator will be supported through the investigation and beyond. Where appropriate, details will be shared with the wider staff so that ongoing pupil interactions can be monitored.

The School will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "[Sexting in Schools and Colleges](#)" guidance and KSCMP guidance.

Sutton Valence Preparatory School is aware of and will follow the KSCMP procedures ([www.kscmp.org.uk](http://www.kscmp.org.uk)) for supporting children who are at risk of harm as a result of their own behaviour.

## **18. Safeguarding Children with Special Educational Needs and Disabilities**

Sutton Valence Preparatory School acknowledges that children with Special Educational Needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

Sutton Valence Preparatory School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying and peer-on-peer abuse. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and

not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

The Head of Learning Support and the DSLs will liaise on an ongoing basis to ensure that all children's needs are met through clear communication.

## 19. Gangs, County Lines, Violent Crime and Child Criminal Exploitation (CCE)

Sutton Valence Preparatory School recognises the impact of gangs, county lines, violent crime and Child Criminal Exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- Increased absence from school.
- Change in friendships/relationships with others/groups.
- Significant decline in performance.
- Signs of self-harm/significant change in wellbeing.
- Signs of assault/unexplained injuries.

## 20. Online Safety

It is recognised by Sutton Valence Preparatory School that the use of technology presents challenges and risks to children and adults both inside and outside of school.

We recognise that abuse can take place wholly online or that technology may be used to facilitate offline abuse.

The DSLs has overall responsibility for online safeguarding within the School.

Sutton Valence Preparatory School identifies that the issues can be broadly categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

The DSLs and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2020.

Sutton Valence Preparatory School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the School community. Further information regarding the specific approaches relating to this can be found in the School's **Online Safety Policy**, **Policies relating to the use of electronic devices** and **Data Protection Policy**, which can be found on the School's website

Sutton Valence Preparatory School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

- Children at Sutton Valence Preparatory School are not permitted to bring their own mobile devices into School. If, for some reason, they need a mobile phone for travel to and from School on the bus, this should be handed into the School office in the morning and collected at the end of the day.

Sutton Valence Preparatory School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the School's control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

Sutton Valence Preparatory School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

## **21. Curriculum and Staying Safe**

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

Our School systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

## **22. The Use of School Premises by Other Organisations**

Where services or activities are provided separately by another body using the school premises, the Head, Bursar and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved then an application to use premises will be refused.

## **23. Security**

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. The community welcomes comments from pupils, parents and others about areas that may need improvement.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into School as outlined within guidance. Visitors will be expected to sign in and out via the online system in the School office and to display a photographic visitors badge whilst on school site. Due to the electronic locking system in place on the doors in the School, a visitor will have to be escorted to gain access to School buildings. Any visitor who will be working directly with children must show appropriate photographic identification, such as passport or photocard driving licence; this particularly applies to anyone from an outside agency who will be working one-to-one with children. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The School will not accept the behaviour of any individual (parent or other) that threatens School security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the School site.

The School may review CCTV footage from time to time in relation to incidents at School. This will be done in line with GDPR policies.

## 24. Monitoring and Review

All School staff will have access to a copy of this policy. The policy will also be available to parents/carers.

The policy forms part of our School development plan and will be reviewed annually.

## 25. Local Support

All members of staff at Sutton Valence Preparatory School are made aware of local support available



## Education Safeguarding Service

<b>Head Office: Room 2.30 Sessions House County Hall Maidstone ME14 1XQ</b>	
<b>Claire Ray</b> Head of Service	<b>03000 415788</b>
<b>Peter Lewer</b> Training & Development Manager	<b>03000 418707</b>
<b>Online Safety</b>	<b>03000 415797</b>
<b>For advice on safeguarding issues please call your area office on the numbers listed below.</b>	
<b>If a child may be at risk of imminent harm you should call the Integrated Front Door on 03000 411111 or the Police on 999</b>	
<b>Ashford</b>	<b>03000 415648</b>
<b>Maidstone</b>	<b>03000 412284</b>
<b>Sevenoaks</b>	<b>03000 412445</b>
<b>Tonbridge &amp; Malling</b>	<b>03000 412284</b>
<b>Tunbridge Wells</b>	<b>03000 412284</b>

**Integrated Front Door: 03000 411111** (outside office hours **03000 419191**)

**Early Help Contacts** (district teams) can be found on [www.kelsi.org.uk](http://www.kelsi.org.uk)

## Local Authority Designated Officer Contacts

If a call is urgent i.e. **a child is in immediate danger**, and the call **cannot** go through to the officer on **Duty**, the call should go through to the **Integrated Front Door on: 03000 41 11 11**

Calls for **child protection training, querying procedures and policies or general child protection concerns** should be transferred to the appropriate Area Safeguarding Advisor (see over page)

**LADO Team contact number: 03000 410888**

Now it's just one number for the whole LADO Team covering Kent Local Authority

**Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)**

**Kroner House, Eurogate Business Park, Ashford, Kent, TN24 8XU**

### Area Education Officers

**South Kent** – David Adams 03000 414989

**East Kent** – Marisa White 03000 418794

**West Kent** – Nicholas Abrahams 03000 412209

**North Kent** – Ian Watts 03000 414302

## 26.National Support

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Mental Health Advice and Guidance

- [Preventing and Tackling Bullying.](#)
- [Mental Health and Behaviour in Schools](#)
- [Promoting children and young people’s emotional health and wellbeing.](#)
- [Rise Above](#)

### Support for adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [napac.org.uk](http://napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women’s Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men’s Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### Honour based Abuse

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

### Sexual Abuse and CSE

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

## **Online Safety**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

## **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

## Appendix A - What is Child Abuse?

Child abuse is maltreatment of a child. Someone, an adult or a child may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or by another child or children.

Children may be abused within an extended family or in an institutional or community setting by those known to them, or more rarely, by others, such as via the internet.

Child abuse can encompass:

- **Physical abuse:** a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may involve interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities including grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** 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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). More information include definitions and indicators are included in Annex A of KCSIE.

- **County Lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.
- **Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may involve a parent or carer failing to protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
- **Children Missing From Education (CME):** All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their School’s or college’s unauthorised absence and children missing from education procedures, as laid out in the Missing Child Policy.
- **Domestic abuse:** The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
  - psychological;
  - physical;
  - sexual;
  - financial; and
  - emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

- **Serious Violence:** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

- Preventing radicalisation:** Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a Schools' or colleges' safeguarding approach.

Extremism<sup>101</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation<sup>102</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include one of the designated safeguarding leads making a referral to the Channel programme.
- The Prevent duty:** All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

## Signs of possible abuse

- Absconding or running away;
- Delay in seeking medical attention;
- No explanation or inadequate explanation of injuries;
- Changing explanation of injuries;
- Recurrent injuries - particularly if forming a pattern (e.g. always on a particular day or in the care of the same person);
- Inadequate parental concern;
- Multiple injuries that occurred at different dates;
- Bruises;
- Burns and scalds;
- Bites and large and deep scratches;
- Incisions from razor blades;
- Finger marks or grasp marks (from slapping or coercion);
- Lesions and cuts;
- Unexplained soreness, bleeding or injury to the genital or anal area;
- Sexually explicit play and behaviour;
- Mimicking learnt (sexual) behaviour;
- Aggressive behaviour (to self and others);
- Sexually precocious behaviour and prostitution;
- Solvent or alcohol or drug abuse;
- Anorexia and bulimia;
- Self-harming and suicide attempts;
- Sexual abuse of other children;
- Sexually transmitted diseases;
- Genital injuries;
- Female Genital Mutilation (or risk of FGM occurring)
- Honour Based Abuse
- Compulsive masturbation;
- Changes in school performance;
- Isolation from peers;
- Eating and sleeping problems;
- Withdrawn or over-active states.
- Child missing from education (CME)
- Exposure to domestic violence
- Gang membership



Welfare Incident/ Concern form ‘The Green Form’

Sutton Valence Preparatory School

**SAFEGUARDING INCIDENT / CONCERN FORM**

<b>Pupil/Child name</b>		<b>Date of birth and Year Group/Class</b>	
<b>Name and position of person completing form (please print)</b>			
<b>Date of incident /concern: (DD MM YY)</b>			
<b>Incident / concern (who what where when)*</b>			
<b>Any other relevant information (witnesses, immediate action taken)*</b>			
<b>Signature: (name of member of staff)</b>		<b>Date form completed (DD MM YY):</b>	
<b>Role:</b>			
<b>Action taken (including reasons for decisions) and Outcomes*</b> (NB – this section is only to be completed by DSL)			
<b>Signature of DSL</b>		<b>Date (DD MM YY)</b>	
<b>Signature of Lead DSL (if appropriate)</b>		<b>Date (DD MM YY)</b>	

\*Continue on a separate sheet if necessary