HOE VALLEY SCHOOL

CHILD PROTECTION & SAFEGUARDING

Person Responsible:	Board of Governors
Date Adopted:	July 2016
Date of last review:	Autumn 2025
Date of next review:	Autumn 2026

Key Contact Personnel in School:

Designated Safeguarding Lead:	Kevin Kelly
Deputy Designated Safeguarding Lead:	Val O'Keeffe
Named Safeguarding Governor:	Alexandra Arnold
Head Teacher:	Lucy Owoh

1. INTRODUCTION

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' 2023, 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' 2025, and Surrey Safeguarding Children Board SSCB Child Protection Procedures[1].

The Board of Governors takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of students; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those students who are suffering harm.

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

We recognise that all adults, including temporary staff[2], volunteers and governors, have a full and active part to play in protecting our students from harm, and that the student's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual student.

The aims of this policy are:

- To support the student's development in ways that will foster security, confidence and independence
- To provide an environment in which students feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- This procedure must include cases in which the alleged member of staff/supply/volunteer/any other adult working with children has behaved or been involved in an incident outside of a setting which did not involve children but could impact on their suitability to work with children
- To provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those students
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care
- To ensure that all staff working within our school who have substantial access to students have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory Enhanced DBS check, and a central record is kept for audit
- To ensure Children Missing Education are identified and reported according to KCSiE Part 1 Annex A
- To support the student's mental health and provide a support network for both the student and the parents

2. SAFE SCHOOL, SAFE STAFF

[2] 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.

We will ensure that:

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

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment
- training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has
- been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- a senior leader has the Designated Safeguarding Lead (DSL) responsibility and is appointed by the Board of Governors
- On appointment, the DSL and Deputy DSLs undertake interagency training (SSCB 'New to Role') and also Modules 1, 2 and 3 within the first year in post. The 'DSL
- Refresher' training must be updated every two years.
- all other staff have Safeguarding training updated as appropriate and complete the compulsory staff training via The National College
- any weaknesses in Child Protection are remedied immediately
- a member of the Board of Governors, 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 Head Teacher
- 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 Board of Governors considers how students may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE)
- That enhanced DBS checks are in place for the Chair of Governors
- The Governors, proprietors and school will ensure application filters and monitoring systems are in place to safeguard children online
- In some cases, mental health problems may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The Governing bodies and proprietors will ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral an accountability system

The Lead DSL, Kevin Kelly, is a member of the Senior Leadership Team. The Deputy DSLs are Val O'Keeffe who is the Inclusion Manager, the Senior Leadership Team and all Heads of Year. These Leaders have undertaken the compulsory training delivered through the SSCB (2 days), or by an approved external training provider, and, upon appointment will undertake 'DSL New to Role' training followed by biannual updates.

All SLT who are involved in recruitment and at least one member of the Board of Governors have completed Safer Recruitment Training to be renewed every 2years.

All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.

All members of staff are trained in and receive regular updates in e-safety and reporting concerns (Ref Appendix 3).

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

All members of staff, volunteers, and governors know how to respond to a student who discloses abuse through delivery of Child Protection Training.

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 on the School's website and reference to it in our Family Handbook.

Our lettings policy will seek to ensure the suitability of adults working with students on school sites at any time.

Community users organising activities for students are aware of the school's child protection guidelines and procedures.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO[3] 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)[4] [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.

[3] LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 200 1006. [3]Contact the LADO for guidance in any case

[4] Contact the LADO for guidance in any case

[5] Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners providing safeguarding' Ref: DFE 00128-2018

Our procedures will be regularly reviewed and updated.

The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

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.

The policy is available publicly either on the school website, in the staffroom or on the G:Drive. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website.

3. RESPONSIBILITIES

The designated DSLs are responsible for:

- Referring a student if there are concerns about possible abuse, to the Local Authority Single Point of Access (CSPA)/Children's Social Care to discuss concerns. Referrals should be made in writing, following a telephone call using the Children's Services Request for Support Form (RFSF) / local referral form. Keeping detailed written records of concerns about a student even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from students' records, until the student's 25th birthday, and are copied on to the student's next school or college.
- Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the student records.
- Liaising with other agencies and professionals, including the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children

NSPCC – 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.

- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any student currently with a child protection plan who is absent from the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every 3 years, for all school staff.
- Providing, with the Head Teacher, a termly report for the Board of Governors, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff

and governors; number and type of incidents/cases, and number of students on the child protection register (anonymised).

- Ensure that when a pupil transfers schools including in-year, their child protection file is passed to the new school as soon as possible, and that a confirmation of receipt is received.

4. SUPPORTING STUDENTS

We recognise that a student 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 students who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all students by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the student's new setting and ensuring the school medical records are forwarded as a matter of priority.

5. CONFIDENTIALITY, SHARING AND WITHHOLDING INFORMATION

The school will refer to the guidance in the data protection: toolkit for schools – https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

We recognise that all matters relating to child protection are confidential.

The Head Teacher or DSLs will disclose any information about a student to other members of staff on a need-to-know basis only.[4] Relevant staff have due regard to Data Protection principles which all them to share (and withhold) information

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

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

We will always undertake to share our intention to refer a student 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 (and see appendix 2). If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

6. SUPPORTING STAFF

We recognise that staff working in the school who have become involved with a student 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.

7. SAFEGUARDING CONCERNS AND ALLEGATIONS AGAINST STAFF

All school staff and supply staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students 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 Management policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[6].

[6] 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 http://www.surreycc.gov.uk/learning/teachers-and-educationstaff/education safeguarding/e-safety

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

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 Head Teacher[7].

The Head Teacher on all such occasions will complete a LADO referral form, as part of their mandatory duty (response from LADO within 48hrs) and can discuss the content of the allegation with the Local Authority Designated Officer should further guidance be needed (LADO).

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

The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a student home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.[8]

Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration, and the Head Teacher will seek the advice of the LADO in making this decision.

In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.9 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.

8. WHISTLE-BLOWING

[7] or Chair of Governors in the event of an allegation against the Head Teacher

LADO 0300 123 1650 https://www.surreyscp.org.uk/resources/surrey-ladoreferral-form-2/

[8] Guidance on Safer Working Practices is available on the DfE website

We recognise that students 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.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email help@nsspcc.org.uk.

Whistle-blowing re the Head Teacher should be made to the Chair of Governors whose contact details are readily available to staff (from the school office or a member of SLT).

9. PHYSICAL INTERVENTION

We acknowledge that staff must only ever use physical intervention as a last resort, when a student is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

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

We are a no contact School however we recognise that touch is sometimes appropriate in the context of working with students, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

10. ANTI-BULLYING

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 e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents.

All staff are aware that students with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.

The subject of bullying is addressed at regular intervals in PSHE education.

11. RADICALISATION, EXTREMISM, TERRORISM AND THE PREVENT DUTY

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.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with the electronic system. The use or threat **must** be designed to influence the government to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

"Extremism" is 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. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

The school must ensure it fulfils the Prevent Duty. It is essential that staff are able to identify students who may be vulnerable to radicalisation and know what to do when they are identified. Protecting students from the risk of radicalisation should be seen as part of the schools' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect sexual exploitation), whether these come from within their family or are the product of outside influences.

The school will:

- Ensure the Prevent duty forms part of the internal staff safeguarding training including online Prevent Training.
- Build students' resilience to radicalisation via the curriculum (particularly in PSHE / Citizenship) by promoting fundamental British values and enabling them to challenge extremist views and debate controversial issues in safe spaces
- Develop the knowledge and skills to be able to challenge extremist arguments
- Assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- Raise awareness of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet

- Work with Surrey CC, Woking Council and local police to understand contextual information to help understand the risks in the local area
- ➢ Effectively engage with parents / the family as they are in a key position to spot signs of radicalization
- ➢ Assist and advise families who raise concerns and be able to point them to the right support mechanisms

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in student's behaviour which could indicate that they may be in need of help or protection. Students at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying students who might be at risk of radicalisation and act proportionately.

Students identified as susceptible to terrorist ideologies should be referred immediately to the DSL who will then refer in the appropriate manner to one or more of the following: the LSCB, the police, the local authority and where appropriate to the Channel programme.

The statutory guidance makes clear the need for schools to ensure that students are safe from terrorist and extremist material when accessing the internet in schools. Hoe Valley School will ensure that suitable filtering is in place. As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

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

The school will carry out an annual Lockdown drill to prepare staff and students on what to do should an intruder enter the building who is deemed to be dangerous. Parents will be notified in advance of this procedure and fully briefed on the purpose and expectation of this drill. Students will also receive advanced notice of what to do during an assembly delivered by the DSL.

12. 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.

13. PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our students by providing our students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with students e.g. through safety questionnaires, participation in anti-bullying week, asking students to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training.
- 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.

14. HEALTH & SAFETY

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our students 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.

15. CHILDREN MISSING EDUCATION

Children Missing Education Children Missing Education Annex A Keeping Children Safe in Education and the Surrey County Council directive layout the procedure to be followed as pupils leave one educational establishment to join another and if children have extended periods of unauthorised absence from school. HVS is subscribes to 'Operation Encompass' and the Lead DSL is the main contact person in this process.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

Staff must be alert to the signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities. Https://www.gov.uk/government/publications/children-missing-education

16. LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and neglect. We will ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority Council's virtual school head for children in care.

The designated teacher for Looked after Children works with the Head of the Virtual School to discuss how Pupil Premium Plus 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.

16. MENTAL HEALTH

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children and young people could be described as experiencing mental health problems or disorders. Where particular problems have been identified HVS will look at the young person in the context of their family structure and work with all family members, even while

intervening in the school. For more severe and entrenched problems, the school will refer the student to C.A.M.H.s and where necessary, they make a referral to Early Help for the whole family.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.

Staff, however, are well places 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.

Where children have suffered abuse and neglect or other potentially traumatic adverse childhood experience, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection policy and procedure and speak to the DSL or the DDSL.

17. YOUTH PRODUCED SEXUAL IMAGERY (Sexting)

Online technology has 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

19. MONITORING AND EVALUATION

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Board of Governors visits to the school

- SLT ‘drop ins’ and discussions with students and staff
- Student surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

This policy also links to our policies on:

Behaviour for Learning

Staff Code of Conduct

Whistleblowing

Anti-bullying

Health & Safety

Allegations of abuse against staff

Parental Complaints

Attendance and Punctuality

Curriculum

PSHE

Teaching and Learning

First Aid & Administration of medicines

Sex and Relationships Education

E-Safety, including staff use of mobile phones

Risk Assessment

Recruitment and Selection

Young Carers

See also DFE Guidance:

“Protecting children from radicalisation: the prevent duty” (published July 1st 2015)

APPENDIX 1:

RECOGNISING SIGNS OF 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 designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

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

In an abusive relationship the child may:

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

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 are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

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, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

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 is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

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

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
- There is an unexplained fracture in the first year of life

Scars

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

Recognising Emotional Abuse

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

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.

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

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

Assessment

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 is available in the Surrey multi-agency protocol "Working with Sexually Active Young People" available at www.surreycc.gov.uk/safeguarding, by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

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 irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The definition of child sexual exploitation is as follows: 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. 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 must be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSL will consider whether children are at risk or abuse of exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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
- 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

COUNTY LINES

County lines are the organised criminal distribution of drugs from the cities to smaller towns and rural areas using children and vulnerable people. Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Possible Indicators of involvement / exploitation

- Persistently going missing from school or home and / or being found out of area
- Unexplained acquisition of money, clothe, or mobile phones

- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Sudden uptake of gang related slang e.g. fam, going country
- Gang association or isolation from peers or social network
- Self-harm or significant changes in emotional well-being

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

APPENDIX 2:

FORCED MARRIAGE (FM), FEMALE GENITAL MUTILATION (FGM) & HONOUR BASED ABUSE (HBA)

Forced Marriage (FM)

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 M.A.S.H. team or the Forced Marriage Unit 020 7008 0151. You should not inform the family when making this referral.

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. Should a student disclose to a member of staff that they have undergone the procedure or that there is a plan for the operation to take place, that same member of staff must report it directly to the Police as well as informing the DSL. Failure to do so is a criminal offence.

What is FGM?

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

<u>4 types of procedure:</u>

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 changes 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

Honour based Abuse (HBA)

Honour based Abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural, caste and religious beliefs and / or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and /or community by breaking their honour code. All forms of so called HBA such as Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing are abuse (regardless of the motivation) and should be handled and escalated as such.

Who may be at risk?

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

It is a violation of human rights and may be a form of domestic and / or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the NSPCC helpline or the M.A.S.H. team. You should not inform the family when making this referral. Staff recognise they may have only one chance to speak to a pupil who is a potential victim and have just one chance to save a life.

APPENDIX 3:

SAFEGUARDING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES

Hoe Valley 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. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Hoe Valley 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 disproportionally impacted by safeguarding concerns such as bullying.

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.

APPENDIX 4:

PEER ON PEER/CHILD ON CHILD ABUSE (Allegations of abuse made against other children)

All members of staff at Hoe Valley 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 and 'sexting'. Some allegations may be of such serious nature that they may raise safeguarding concerns. We recognise that children are capable of abusing their peers.

The school is mindful that some potential issues may by be affected by the gender, age, ability and culture of those involved. Hoe Valley 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 and will follow the same procedures, as outlined in this policy and in accordance with Surrey Safeguarding Children Board procedures.

The school is aware of the potential gender issues that can be prevalent when dealing with peer-on-peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

Further information about the school's response to specific allegations of abuse against students can be located in the school's Behaviour Management, Anti-bullying, Online Safety Policies).

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 SSCB guidance.

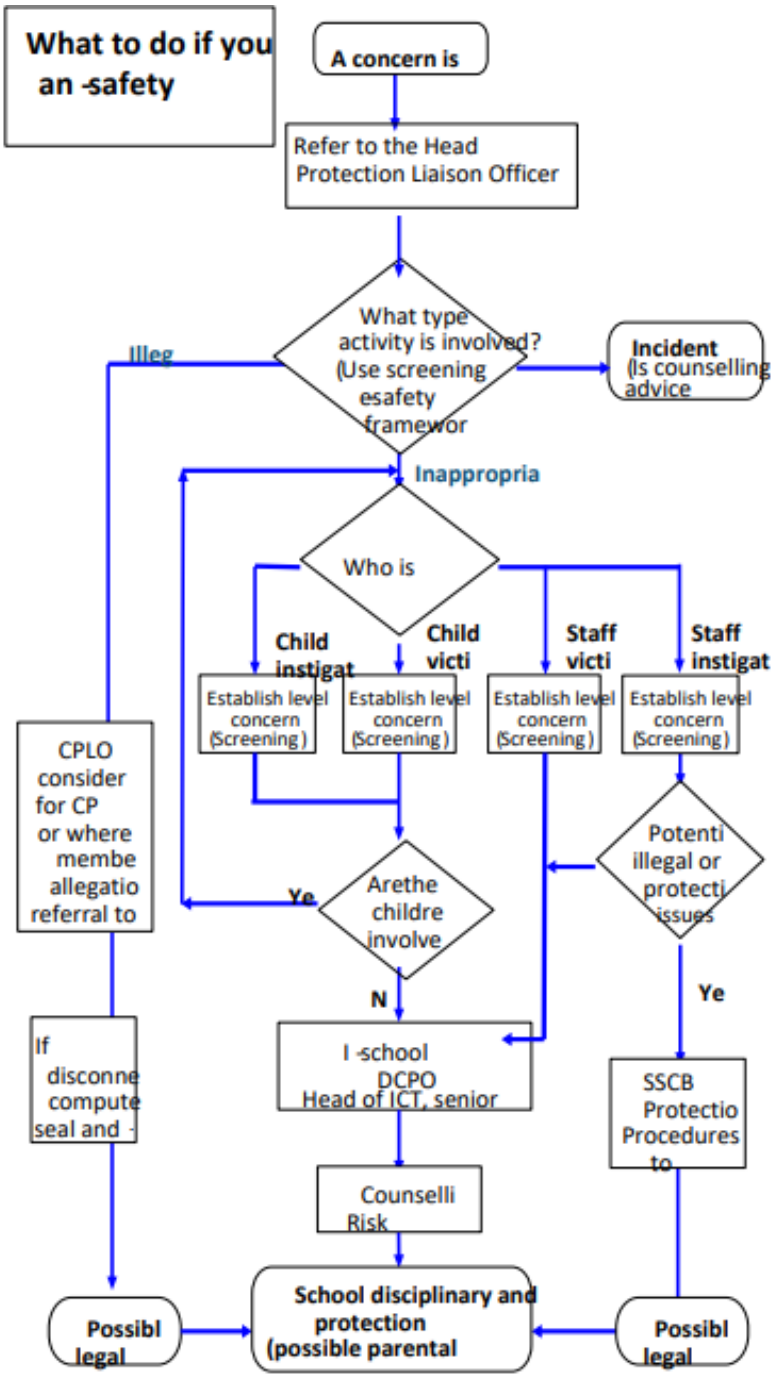
The school will take steps to minimise the risk of all forms of peer-on-peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Surrey Police, ChildLine etc.).

Our expectations are set out in KCSiE 2025.

What are some of the forms of peer on peer abuse child on child abuse?

- 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. School policies, procedures and training will reflect KCSiE 2025 Part 5 child on child sexual violence and sexual harassment and Annex A sexual violence and sexual harassment between children in schools and colleges
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others

- 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
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting (also known as youth produced sexual imagery)
- Up skirting is the criminal practice of 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.
- Students who have been experienced peer on peer/child on child abuse will be supported by:
- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice knowing that they will be listened to, valued and believed
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Students who are alleged to have abused other students will be helped by:
- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child providing appropriate education and support
- Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate Hoe Valley School is aware of and will follow the SSCB procedures (www.sscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.



Duty LADO: 0300 200 1006 (Local Authority Designated Officer) or Surrey Children's Single Point of Access (SPA) 03004709100 Children's Service Area Teams

APPENDIX 6

Further advice on child protection is available from:

Surrey Children's Single Point of Access (SPA) Emergency duty team	0300 470 9100 01483 517898	
LADO Local Authority Designated Officer	0300 123 1650	LADO@surreycc.gov.uk LADO@surreycc.gcsx.uk (Secure emails)
Surrey Safeguarding Children's Board		www.surreyscb.org.uk/
Support for Staff Education Support Partnership Professional Online Safety Helpline		www.educationsupportpartnership.org.uk www.saferinternet.org.uk/helpline
Support for Pupils NSPCC ChildLine Papyrus Young Minds The Mix		www.nspcc.org.uk www.childline.org.uk www.papyrus.uk.ork www.youngminds.org.uk www.themix.org.uk
Support for Adults Family Lives Crime Stoppers Victim Support Kidscape		www.familylives.org.uk www.crimestoppers.uk.org www.victimsupport.org.uk www.kidscape.org.uk www.napac.org.uk www.mosac.org.uk

NAPAC (National Association for People Abused in Childhood) MOSAC Action Fraud		www.actionfraud.police.uk
Child Exploitation and Online Protection (CEOP) Think You Know Lucy Faithfull Foundation Stop it Now! Parents Protect CEOP Marie Collins Foundation Internet Watch Foundation Childnet International UK Safer Internet Centre Parents Info Internet Matters Net Aware Parent Port Get safe Online		www.thinkuknow.co.uk www.lucyfaithfull.org.uk www.stopitnow.org.uk www.parentsprotect.co.uk www.ceop.police.uk www.mariecollinsfoundation.org.uk www.iwf.org.uk www.childnet.com www.saferinternet.org.uk www.parentsinfo.org www.internetmater.org www.net-aware.org.uk www.parentport.org.uk www.getsafeonline.org

Anti-Bullying Anti-Bullying Alliance Beat Bullying		www.anti-bullyingalliance.org.uk www.beatbullying.org
Child Sexual Exploitation and Sexual Abuse Government Advice CEOP Pace Uk It's Not Ok Stop CSE		www.gov.uk/government/publications/what-to-do-if you-suspect-a-child-is-being-sexually-exploited www.ceop.police.uk www.paceuk.info www.itsnotokay.co.uk www.stop-cse.org
Child Mental Health Mental Health Foundation Student Minds Young Minds	020 7803 1101	www.mentalhealth.org.uk http://www.studentminds.org.uk/ www.youngminds.org.uk
Parental Mental Ill Health MIND Samaritans Rethink Sane Mental Health Foundation		www.mind.org.uk www.samaritans.org www.rethink.org www.sane.org.uk www.mentalhealth.org.uk

Domestic Abuse Refuge Women's Aid Men's Advice Line Mankind Counselling	0808 2000 247	www.refuge.org www.womensaid.org.uk www.mensadviceline.org.uk www.mankindcounselling.org.uk
Forced Marriage / Honor based Violence Government Guidance	0207 008 0151	www.gov.uk/guidance/forced-marriage
Radicalisation and Hate Surrey Police Government Guidance Educate Against Hate Report It	01483 639871 ctsa@surrey.pnn.police.uk	www.surrey.police.uk/advice/protect-yourself-and others/counter-terrorism www.gov.uk/government/policies/counter-terrorism www.educateagainsthate.com www.report-it.org.uk

Safeguarding Referral Form

https://www.surreycc.gov.uk/ data/assets/word doc/0007/198790/Surrey-Childrens-Services-Request for-Support-Form-April-2019.doc