

SUTTON GRAMMAR SCHOOL



SAFEGUARDING POLICY

The Board of Trustees and staff at Sutton Grammar School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the school community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within this community.

Staff member with responsibility:	Kate Ross, Deputy Head
Nominated trustee:	Bob Murrill
Reviewed by:	Board of Trustees
Policy Agreed date:	September 2020
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Other useful contacts:

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Headmaster

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Mr Bob Murrill

Nominated Trustee for Safeguarding and Child Protection

Email: cptrustee@suttongrammar.school.sch.uk

Mr Julian Edwards

Chair of the Trust

Email: chairman@suttongrammar.school.sch.uk

Key External Contacts:

Children's First Contact Service

T: 020 8770 6001/6072

Email: childrensfirstcontactservice@sutton.gov.uk

Operating 9.00am-5.00pm. In an emergency out of hours,
Referrals can be made to the Emergency Duty Team on
020 8770 5000 EX 9

**Local Authority Designated
Officer (LADO)**

Duty LADO

Email: lado@sutton.gov.uk

T: 020 8770 4776

The **NSPCC Whistle Blowing** helpline is available for staff who do not feel about to raise concerns about child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8.00am-8.00pm Monday to Friday or email: help@nspcc.org.uk

<p>If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.</p>

1. Policy Principles

Sutton Grammar School is committed to safeguarding and promoting the welfare of children; and believes the welfare of the child is paramount. We expect everyone who works at the school to share this commitment.

The school firmly believes we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

We recognise that all adults, including temporary staff, volunteers and members of the Trust, have a full and active part to play in protecting our students from harm and have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.

2. Policy Aims

The aim of this policy is:

- To ensure all our students are safe and protected from harm
- To provide an environment in which children and young people feel safe, secure, valued and respected; and feel confident and know how to approach adults if they are in difficulty, believing they will be listened to
- To develop a structured procedure within the school for dealing with safeguarding concerns which will be followed by all members of the school community
- To ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare
- To ensure all staff are aware of their statutory responsibilities with respect to safeguarding
- To ensure staff are properly trained in recognising and reporting safeguarding issues

3. Definition and scope

Safeguarding and promoting the welfare of all children is defined 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 ensure all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Further information about the four categories of abuse; physical, emotional, sexual and neglect can be found in Appendix 4.

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

pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing or shelter (including exclusion from home or abandonment); protect a child from physical or emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Any child in any family in any school could become a victim of abuse. Staff always maintain an attitude of 'it could happen here', recognising that abuse could take place in any institution.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

The term 'safeguarding children' also encompasses a preventative approach to keeping children safe that incorporates children's health and safety; school behaviour and preventing bullying; supporting students with medical conditions; relationships education, relationships and sex education (RSE) and health education; e-safety; and site security.

This policy therefore links to the following policies relevant to the welfare and safety of our students:

- Behaviour, Rewards and Sanctions
- Anti-Bullying
- Substance Abuse
- Health and Safety
- Attendance
- Use of Force to Control or Restrain Pupils
- Access to Education for Pupils with Needs
- SEND
- Equality
- RSE
- ICT Acceptable Use
- Teaching and Learning
- Curriculum

4. Recognition

All staff know how to recognise, and are alert to, the signs of neglect and abuse. Definitions of abuse set out in 'What to do if you are worried a child is being abused – Advice for Practitioners' (2015) and 'Keeping Children Safe in Education' (2020), are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of 'Keeping Children Safe in Education' which they are required to read.

Some of the following signs might be **indicators of abuse or neglect**:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities

- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who are regularly missing from school or education
- Children who are missing from education
- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality
- Parents who are dismissive and non-responsive to the school's concerns
- Children who drink alcohol regularly from an early age
- Children who are concerned for their siblings without explaining why
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements

Please note that this is not an exhaustive list.

5. Children who are particularly vulnerable

Sutton Grammar School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or safeguarding procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without considering the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

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

We therefore are particularly alert to children who are: disabled or have special educational needs; young carers; affected by parental substance misuse, domestic violence or parental mental health needs; asylum seekers; living away from home; living in temporary accommodation; living in chaotic and unsupportive domestic situations; looked after children; vulnerable to be bullied or engaged in bullying; already viewed as a 'problem'; at risk of sexual exploitation; do not have English as a first language; vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality; at risk of being drawn into extremism.

At Sutton Grammar School we recognise also that when a child has a social worker, it is an indicator that the child is at more risk than most students. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support students who have a social worker.

6. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and trustees in the school.

6.1 Individual staff:

The Teachers Standards (2012) state that all teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff will:

- Know the names of the DSL and the DDSLs
- read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance 'Keeping Children Safe in education' and review this guidance at least annually.
- understand that it is everybody's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action
- consider, at all times, what is in the best interests of the child
- know our systems which support safeguarding, including the safeguarding policy, the staff code of conduct, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the Designated Safeguarding Lead (DSL)
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection
- maintain an attitude of 'it could happen here' where safeguarding and child protection is concerned
- refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care
- be aware of the Early Help² process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- provide a safe environment in which children can learn
- work to create an environment where students, parents and staff feel able to raise concerns

6.2 The Headmaster will ensure that:

- the safeguarding policy and procedures are implemented and followed by all staff; including ensuring staff undertake appropriate safeguarding training and update this regularly
- all staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- the DSL and the Deputy DSL have appropriate time, funding, training and resources, to carry out their roles effectively, and that there is always adequate cover if the DSL is absent; including attendance at strategy discussions and other necessary meetings including Child Protection Conferences and Child in Need Meetings
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures

² Detailed information on early help can be found in Chapter 1 'Working Together to Safeguard Children'

- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum through Citizenship lessons, the Personal Development Programme and through relationship and sex education (RSE)
- children are taught to recognise when they are at risk and how to get help when they need it
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service

6.3 The Designated Safeguarding Lead (DSL):

The DSL will:

- provide advice and support to other staff on child welfare and child protection matters
- encourage a culture of listening to children and taking into account their wishes and feelings
- be alert to the specific needs of children in need, those with special educational needs and young carers
- is appropriately trained with updates every two years and will refresh their knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals but at least annually to allow them to understand and keep up with any developments relevant to their role
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- refer cases to the Channel programme where there is a radicalisation concern as required, and will support staff who make such referrals to the Channel programme
- refer cases where a member of staff is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the police as required
- liaise with the Senior Leadership Team to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- ensure that regular safeguarding and child protection updates are circulated to all staff
- refer a child, if there are concerns of abuse, to the Children's First Contact Service (CFCS) and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call, using the Multi-Agency Referral Form (M.A.R.F.)³. See also Appendix 6.
- keep detailed, accurate records of all concerns about a child even if there is no need to make an immediate referral
- ensure that all such records are kept confidential, stored securely and are separate from student records, until the child's 25th birthday
- ensure that an indication of the existence of the additional file (above) is marked on the student's records

³ Online forms can be downloaded from the Sutton LSCB website: <http://www.suttonlscb.org.uk/lscb-referral-forms.php#gsc.tab=0>

- ensure that when a student leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is obtained
- ensure that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file; the copy should then be shredded
- have a working knowledge of LSCB procedures
- ensure that they, or another member of staff, attend case conferences, core group meetings, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents
- be aware of students who have a social worker and help promote their educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff
- ensure that any student with a child protection plan who is absent from school without explanation for 2 days is referred to their key worker's Social Care Team
- ensure that all staff sign to say they have read, understood and agree to work within the school's safeguarding policy, staff code of conduct and 'Keeping Children Safe in Education' part 1 and Annex A; and ensure the policies are used appropriately
- ensure that all staff understand of the role of the Designated Safeguarding Lead
- ensure that the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and regularly reviewed, and work with the Trust regarding this
- ensure that the school's safeguarding policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and how the school may be involved
- organise safeguarding induction, provide updates for all staff at least annually; keep a record of attendance and address any absences
- have an understanding of the locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- ensure that the name of the designated members of staff for child protection, the DSL and DDSL, are clearly advertised within the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse
- Will ensure systems are in place so that all visitors to the school read the Safeguarding Guidance for visitors (Appendix 3)
- The Safeguarding Policy is made available via the school website and other means i.e. the school office

6.3 The Deputy Designated Safeguarding Leads (DDSL)

The DDSLs are trained to the same standard as the Designated Safeguarding Lead (DSL) and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of the students. In the event of the long term absence of the DSL, one of the DDSLs will assume all of the functions of the above.

6.4 All members of the Trust understand and fulfil their responsibilities, namely to ensure:

- there is a safeguarding policy together with a staff behaviour policy (code of conduct) which is reviewed annually
- a member of the Senior Leadership Team has been appointed as Designated Safeguarding Lead (DSL) who will take responsibility for safeguarding and child

protection; and other members of staff will be appointed as Deputy Designated Safeguarding Leads (DDSLs)

- they nominate a member of the Trust to monitor the effectiveness of this policy in conjunction with the Trust. This is always a different person from the DSL.
- all staff and members of the Trust are provided with a copy of the school's safeguarding policy and staff code of conduct
- all staff and members have read 'Keeping Children Safe in Education' (2020) Parts 1 and 2; and Annex A
- all staff have safeguarding training updated as appropriate
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum through Citizenship lessons, the Personal Development Programme and through relationship and sex education (RSE)
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse or neglect and to help prevent the risks of the child going missing in the future
- The school has procedures in place for dealing with allegations of abuse against staff (including the Headmaster), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have they not resigned
- Enhanced DBS checks (without barred list checks, unless the Trust member is also a volunteer at the school) are in place for all members of the Trust
- appropriate online filtering and monitoring systems are in place
- any weaknesses in safeguarding are remedied immediately

7. Confidentiality and Information sharing

Sutton Grammar school recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with 'Working Together to Safeguard Children' (2018) and share information between professionals and agencies where there are concerns. The dangers of not sharing information is highlighted in a number of serious case reviews. The school is aware that the Data Protection Act (2018) and GDPR do not prevent the sharing of information for the purposes of keeping children safe.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that new data regulations are not a barrier to sharing information and failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

However, our students and parents have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and, where appropriate, students should be told that their right to confidentiality may be breached if information comes to light suggesting possible harm to a young person. Child protection issues relating to individual cases must not be subject to open discussion in the staffroom or elsewhere in the school.

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

The school will always undertake to share our intention to refer a child to Social Care with their parents unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the school will consult with the C.F.C.S. on this point.

8. Working with children

We recognise that young people who are abused, neglected or who witness either of these things may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable students at school; we will ensure that students know that some behaviour is unacceptable and that they are valued and not blamed for any abuse which has occurred
- early help, where the Designated Safeguarding Lead supports staff in liaising with other agencies and setting up inter-agency assessment/support as appropriate. If early help and/or other support is appropriate the case will be kept under constant review and consideration given to a referral to Children's Social Care if the student's situation doesn't appear to be improving
- liaison with other agencies that support the student such as social services, the child and adolescent mental health service, and the borough school attendance service;
- ensuring that personal written records which are of a confidential nature are kept securely in a separate file with restricted access
- ensuring that where a student with a Child Protection Plan leaves Sutton Grammar School, their information is transferred to any new school immediately, securely and separately from their main pupil file, marked 'strictly confidential' and sent by registered post and that the social worker is informed

9. Reasonable force

We recognise that there are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. However, we acknowledge that staff must only ever use physical intervention as a last resort to prevent students from hurting themselves or each other, from damaging property or from causing disorder, 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 also recognise that touch is appropriate in the context of working with children, and all staff are given 'Safe Practice' guidance to ensure they are clear about their professional boundary.⁴

10. Recruitment of staff

All staff are subject to safer recruitment processes and checks; and we at all times adhere to the government guidance contained within 'Working Together to Safeguard Children' (July 2018) and Part 3 of 'Keeping Children Safe in Education' (September 2020) and other relevant safeguarding

⁴ Guidance on Safer Working Practices is available on the DfE website

recruitment guidance to ensure that no-one is employed within, by or on behalf of the school who is unsuitable to work with children.

We scrutinise all applications for paid or voluntary posts; we undertake interviews and ensure that at least one member of the interview panel has completed safer recruitment training (a requirement since January 2010); we always follow up gaps in previous employment; we require two written references from recent and independent employers; and ensure that the appropriate checks are made through the Disclosure and Barring Service (DBS). In addition to obtaining the DBS certificate, anyone who is employed to teach will undergo an additional check to ensure that they are not prohibited from teaching.

Enhanced DBS checks, which include barred list information, will be required for any member of staff or volunteer engaging in regulated activity. A person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in the school, for teaching, training, instructing, caring for or supervising children;
- will carry out paid, or supervised unpaid, work regularly in the school where that work provides an opportunity for contact with children;
- engage in an overnight activity, even if it happens only once

The Headmaster will risk assess any volunteers to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.

The Trust maintains a single central record (SCR) of all trustees and staff, of whether the essential checks as set out in 'Keeping Children Safe in Education' have been carried out and certificates obtained. The SCR is reviewed on a termly basis and carried out by the Nominated Trustee for Safeguarding, Mr B Murrill.

11. Contractors and outside services

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and its procedures. The contractor or individual must agree to this in writing.

In particular we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor's member of staff will be left unsupervised. Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity. All visitors to the school must provide proof of identity (e.g. photo identity) and sign in the visitor's book in the school office.

This policy and procedure will also apply to any organisation using school facilities during the hours when students are normally on site. They must agree to this in writing.

12. Visitors

Please refer to the school's Visitor Safeguarding Procedures.

13. Training, practice and support

The Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Leads (DDSLs) attend training at least every two years and in addition to formal training, their knowledge and skills is refreshed at regular intervals, at least annually.

All staff receive safeguarding and child protection training which is regularly updated in accordance with the Sutton Local Safeguarding Children's Board guidance. All staff also receive safeguarding updates (e.g. via e-mail, staff meetings), as required, but at least annually.

All staff and governors will be asked to sign to say that they have read and understood Part 1 and Annex A of 'Keeping Children Safe in Education' (2020). Mechanisms to assist staff in understanding this include regular updates in staff meetings and targeted staff INSET sessions.

As part of their induction all newly appointed staff, including part-time, temporary and voluntary staff, receive training in safeguarding issues including: the safeguarding policy; the behaviour policy; 'Keeping Children Safe in Education (2020) Part 1 and Annex A; the staff code of conduct; 'What to do if you are worried a child is being abused – advice for practitioners' (2015); the school's Whistleblowing policy; and the role and names of the Designated Safeguarding Lead and deputy.

The school will train those students in a position of pastoral responsibility (e.g. academic mentors) in basic safeguarding procedures. They will have clear guidance through their training that their role is not to investigate or 'keep secrets' but to refer the matter if they receive any allegations of abuse.

All members of the Trust receive training about safeguarding, to make sure that they have the knowledge and information needed to perform their functions and understand their responsibilities.

At least one person on every appointment panel has undertaken Safer Recruitment Training.

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears 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 Designated Safeguarding Lead and to seek further support as appropriate.

14. Whistleblowing

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

All staff should be aware of their duty to raise concerns, where they exist, about the way that safeguarding is carried out at the school, which may include attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

If a member of staff feels unable to raise concerns regarding child protection failures internally, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline. Staff can call: 0800 028 0285 from: 08.00 to 20.00, Monday to Friday, or email help@nspcc.org.uk
- A member of the Trust: Mr J Edwards

Whistleblowing re. the Headmaster should be made to the Trust Chairman.

15. Concern about a member of staff or volunteer

At Sutton Grammar School we recognise the possibility that adults working in the school may harm children, including members of the Trust, volunteers, supply teachers and agency staff.

Allegations or concerns must immediately be notified to the Headmaster (or the Trust Chairman if the concern is about the Headmaster). All staff must remember that the welfare of a child is

paramount and must not delay in raising concerns by a report that could jeopardise their colleague's career.

The Headmaster (or Trust Chairman) will always consult the Designated Officer For Allegations (in Sutton this person is still known as the Local Authority Designated Officer or LADO) within one working day. The LADO will conduct any investigation, convene a senior Strategy Meeting and involve other agencies as appropriate.

Following consultation, the Headmaster (or Trust Chairman) will decide on appropriate action which may include consideration of disciplinary proceedings. It is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk.

The procedures are in Sutton LSCB Procedure, 'Working Together to Safeguard Children' (July 2018) and 'Keeping Children safe in Education' (2020). Where appropriate consideration will be given to referral of a member of staff to the DBS for consideration of the case.

If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the LADO to get support and direction on how to proceed.

16. Monitoring and review

This policy will be reviewed annually by the Designated Safeguarding Lead. At every review, it will be approved by the Trust.

The school's Safeguarding and Child Protection Policy and Procedures will also be monitored and evaluated by:

- Discussions with children and staff
- Student surveys and questionnaires
- Scrutiny of attendance data
- Logs of bullying/racist/behaviour incidents for SLT and Trust to monitor
- Review of parental concerns

17. Prevention/Protection

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

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to
- Ensure that children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include safeguarding across the curriculum, including Personal Development lessons, and other opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

18. CHILD PROTECTION PROCEDURES

Any child in any family in any school could become the victim of abuse. Staff should always maintain an attitude of 'it could happen here'.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in their family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults; or by another child or children.

Further information about the four categories of abuse: physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendix 3.

There are also a number of specific safeguarding concerns that we recognise our students may experience. Further information on some of these concerns can be found in the Appendices:

- Child missing from education
- Child sexual exploitation (CSE)
- Child criminal exploitation and gangs: county lines
- Bullying, including cyber-bullying
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Peer on peer abuse
- Private fostering
- Radicalisation
- Sexual violence and sexual harassment
- Upskirting
- Teenage relationship abuse
- Youth produced sexual imagery

Staff are aware that behaviours linked to drug taking, alcohol abuse, truancy and youth produced sexual imagery (sexting) put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

19. Children who are particularly vulnerable

Sutton Grammar School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or safeguarding procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without considering the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

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

We therefore are particularly alert to children who are: disabled or have special educational needs; young carers; affected by parental substance misuse, domestic violence or parental mental health needs; asylum seekers; living away from home; living in temporary accommodation; living in chaotic and unsupportive domestic situations; looked after children; vulnerable to be bullied or engaged in bullying; already viewed as a 'problem'; at risk of sexual exploitation; do not have English as a first language; vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality; at risk of being drawn into extremism.

20. Child Protection Procedures

If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issues, they should discuss their concerns immediately with the DSL or DDSL and then details of their concern should be recorded in writing on the school's safeguarding concern form as soon as possible. This form needs to be handed in person to the DSL. A body map should be completed when relevant. The forms, as well as information on how to complete them, can be found in the 'Safeguarding' section of the school's internal admin drive.

There will be occasions when staff may suspect that a student may be at risk but could have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed. In these cases, staff must refer any cause for concern to the DSL/DDSLS.

If the DSL or one of the DDSLS is not available, staff should speak to a member of the SLT and/or take advice from children's social care.

If a student discloses to a member of staff:

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened them that something will happen if they tell, they may have lost all trust in adults or believe what has happened is their fault. Sometimes they may not be aware that what is happening to them is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the student, staff will:

- Listen to what the child has to say and allow them to speak freely]
- Remain calm and not overreact or act shocked or disgusted – the student may stop talking if they feel they are upsetting the listener
- Reassure the child that it is not their fault and they have done the right thing in telling someone
- Not to be afraid of silences – staff must remember how difficult it is for the student and allow them time to talk
- Take what the child is disclosing seriously
- Ask open questions and avoid asking leading questions
- Avoid jumping to conclusions, speculation or making accusations
- Not automatically offer physical touch as comfort. It may be anything but comforting to a child who is being abused
- Avoid admonishing the child for not disclosing sooner
- Tell the child what will happen next

If a student talks to any member of staff about any risks to their safety or wellbeing, that staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the school's safeguarding concern form in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the members of staff's name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

Notifying parents/carers:

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

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

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

Making a referral:

Concerns about a child or a disclosure should be discussed with the DSL or DDSL who will help decide whether a referral to CFCS is necessary.

If a child is in immediate danger or is at risk of harm, a referral should be made to CFCS and/or the police immediately. Anybody can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a referral is needed, then the DSL or DDSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one has not been made they can and should consider making a referral themselves.

The child (subject to their age and understanding) and the parents/carers should be told that a referral is being made, unless to do so would increase the risk to the child.

If, after a referral has been made, the child's situation does not appear to be improving, the DSL or DDSL (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, the child's situation improves.

In making referrals, the school will recognise that safeguarding incidents can be related to factors outside school and will seek to include these contexts within their safeguarding practices. (See Appendix 22)

21. Records

- all records relating to child welfare concerns will be kept on the student's confidential file and the file will be kept securely – a chronology of concern should be kept in the front of the records
- the Designated Safeguarding Lead will be responsible for ensuring that a cause for concern and Child Protection records are kept separately and securely from the student's main school file
- the school will keep records of any low-level concerns about students, even where there is no need to refer the matter immediately
- information from the records will only be used on a 'need to know' basis;
- staff will need to know when a child is subject to a Child Protection Plan, so that they can monitor the student's welfare;
- records relating to the student's welfare will remain on the file as long as a student is at the school and archived if held by the school post-16 until the ex-student is 25 years old;

- when the student leaves the school, records that contain information about child protection concerns, even where these are no longer current, will be transferred to the new school/provider immediately, securely and separately from their main pupil file. Where possible this will be handed to the new school/provider's Designated Safeguarding Lead or otherwise sent clearly marked 'strictly confidential' by registered post.

22. Requests for assistance by other agencies

School staff have a legal duty to assist local authority Children's Social Care or the police when they are making enquiries about the welfare of students. Information about a student must therefore be shared on a 'need to know' basis with other agencies.

When telephone requests for information are received these must normally be referred to the Headmaster and staff must **always maintain security** by checking the enquirer's identity (e.g. returning the call to a known telephone number listing for the caller or preferably by initiating secure emails) **before** giving information or confirming the student is on roll at Sutton Grammar School. Always advise the Designated Safeguarding Lead about any requests for information.

Requests for attendance at meetings (e.g. child protection conferences) should be notified to the Designated Safeguarding Lead, who will arrange for the preparation of a report and attendance at the meeting.

Reports should contain the following information about the student: academic progress; attendance; behaviour; relationships with other children and adults; family; any other relevant matter. Reports should be objective, distinguishing between fact, observation, allegation and opinion. Reports will normally be made available to the student's family.

23. Students subject to a Child Protection Plan

The school will be told by the relevant local authority's Children's Social Care when a student is subject to a Child Protection Plan whether through the London Borough of Sutton or another local authority. In this instance, the name of the key social worker must be clearly recorded on the student's record.

The school will:

- participate fully in the work of Core Groups for these students, to assist with the objectives of the Child Protection Plan for the student;
- report all unexplained absences even if only of 1 day;
- report all behavioural changes or other concerns to the key social worker;
- transfer all the child protection information to any new school if the student leaves the school.

APPENDIX 1: TERMINOLOGY

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

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

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

Staff refers to all individuals working in or for the school in either a paid or voluntary capacity including full or part-time, temporary or permanent, supply, contractors, volunteers working with children and members of the Trust.

Child includes everyone under the age of 18.

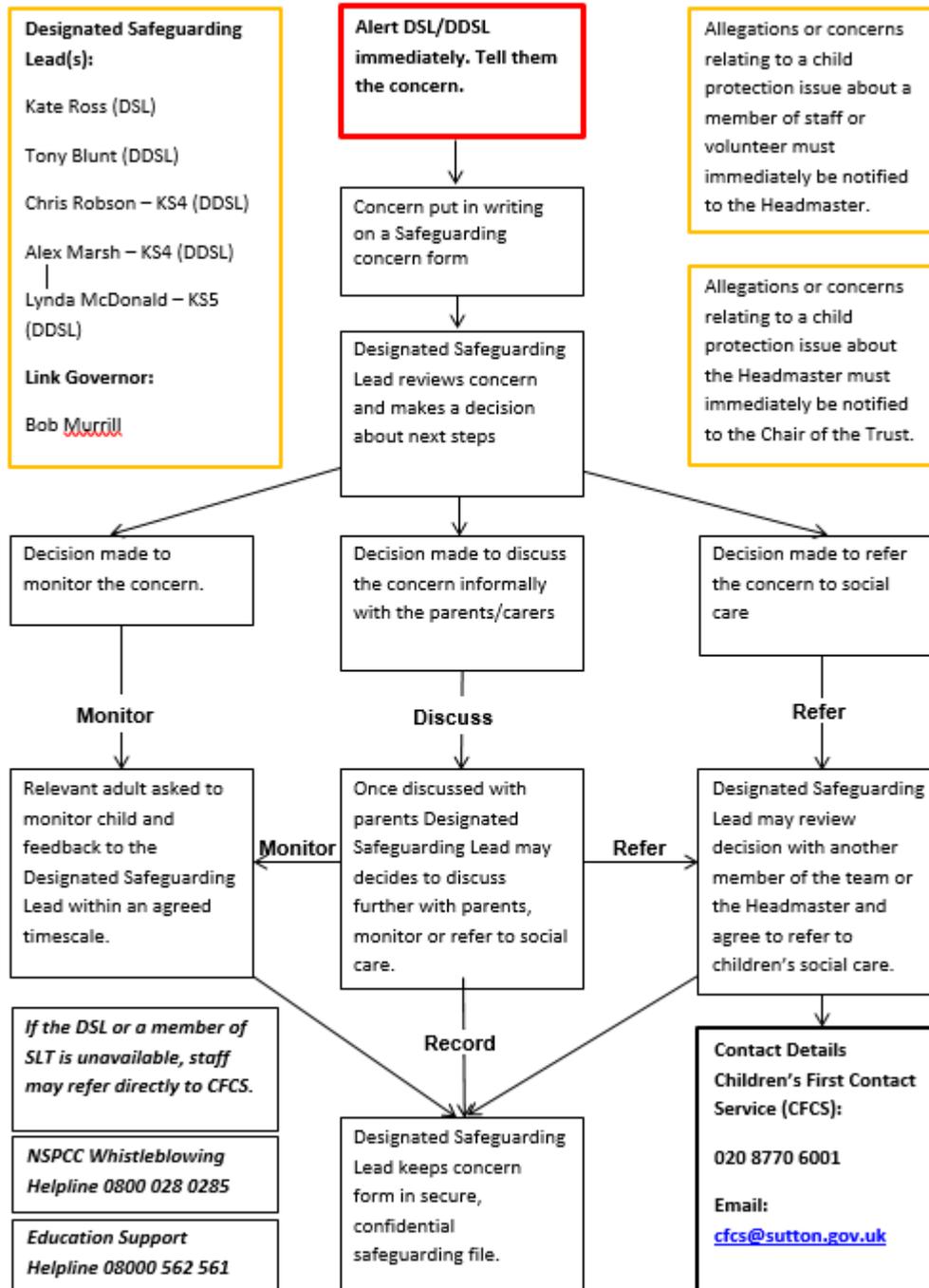
Parents/carers refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

APPENDIX 2: FLOWCHART FOR RAISING CONCERNS ABOUT A CHILD

Sutton Grammar School

Safeguarding procedures

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



APPENDIX 3:

Safeguarding Children and Child Protection: Guidance for Visitors

Sutton Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all members of the school community (including staff, parents, members of the Trust, contractors, visitors and volunteers) to share this commitment and maintain a vigilant and safe environment.

A copy of the school's Safeguarding Policy is available in reception.

Please sign in on your arrival and collect a visitor's badge and lanyard. This must be worn at all times. Remain with your host at all times unless we confirm we have prior DBS clearance for you. If you have a red lanyard you must be accompanied by a member of staff when on the school site. On your departure please sign out and return your badge and lanyard.

This guidance contains important information about our safeguarding and child protection procedures that all adults working with and around children and young people at the school must observe.

Please see below the Safeguarding Team at Sutton Grammar School:

The Designated Safeguarding Lead (DSL) is: Kate Ross – Deputy Headteacher

The Deputy Designated Leads (DDSL) are:

Mr Tony Blunt – Head of P.E. and Games	Mr Alex Marsh – Head of Upper School
Mr Chris Robson – Head of Lower School	Mrs Lynda McDonald – Head of Year 12

The DSL or DDSLs can be contacted via the school office

What should you do if you are worried about a child or young person?

Safeguarding is everybody's responsibility. If you have any concerns about the welfare of a child at the school, you should share this information immediately with the DSL or a DDSL. Please do not leave the school without having shared your concerns, even if you feel you are reporting a small matter. In some cases, small pieces of information, when placed alongside information from other colleagues can add up to a serious cause for concern. It is vital therefore that all information is shared with the Safeguarding Team.

Child Protection Procedures

Everybody who works with children has a responsibility for keeping them safe and protecting them from abuse. Please be aware that a child may disclose abuse to you; they may do this by telling you what happened or indirectly telling friends, or by asking for advice about a situation, say involving another person. In school you may observe physical signs, notice changes in the child's behaviour or presentation, application to study, friendships, or pick up signs of emotional distress.

We ask that you report anything that might worry you to the DSL or a DDSL immediately.

APPENDIX 4: RECOGNISING SIGNS OF ABUSE

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- 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 (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 his/her 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:

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

Bite Marks

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

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

Burns and Scalds

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

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

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

RECOGNISING NEGLECT

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

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

APPENDIX 5: SEXUAL ABUSE BY YOUNG PEOPLE– PEER ON PEER ABUSE

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

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

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

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. 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:
 - o Understanding that is proposed based on age, maturity, development level, functioning and experience
 - o Knowledge of society’s standards for what is being proposed
 - o Awareness of potential consequences and alternatives
 - o Assumption that agreements or disagreements will be respected equally
 - o Voluntary decision
 - o Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice to assist in identifying and responding to sexual behaviour is available from the Brook Sexual Behaviours Traffic Light Tool.⁵ Assessment, Consultation and Therapy (AST) 01306 745310 can also assist professionals.

⁵ https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=

APPENDIX 6:

CHILD SEXUAL EXPLOITATION

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

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:

- going missing from home or school
- regular school absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour
- 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
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images
- 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
- being 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
- being 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
- being involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Staff should refer to Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' (2017)⁶ for comprehensive guidance on Child Sexual exploitation.

6

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

APPENDIX 7: CHILD CRIMINAL EXPLOITATION AND GANGS – COUNTY LINES

Child criminal exploitation is where an individual or a group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants and/or (b) for the financial or other advantage of the perpetrator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve contact; it can also occur through the use of technology.

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

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

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

Criminal exploitation of children is a typical feature of county lines criminal activity. 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 phones or other forms of 'deal lines'.

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 the compliance of victims.

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

More information about County Lines can be found in the Department for Education publication.⁷

⁷ For more information see: [Criminal exploitation of children and vulnerable adults: county lines](#)

APPENDIX 8: FEMALE GENITAL MUTILATION (FGM)

The Department of Education's 'Keeping Children Safe in Education' explains that FGM compromises "all procedures involving the partial or total removal of the external female genitalia, or other injury to the female genital organs." FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon professionals, including teachers, to report to the police where they discover that FGM appears to have been carried out on a girl under the age of 18. Those failing to report such cases will face disciplinary sanctions.

The duty above does not apply in cases where a student is at risk of FGM, or FGM is suspected but not known to have been carried out, or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation – entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area

Why is it carried out?

Belief that FGM:

- brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Is 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
- is, 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 one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that a child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' Rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action **without delay** and make a referral to children's services.

APPENDIX 9: FORCED MARRIAGE

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

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

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

APPENDIX 10: HONOUR BASED ABUSE

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

HBV 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.

Where staff are concerned that a child might be a risk of honour based abuse, they must contact the DSL as a matter of urgency.

APPENDIX 11: ONE CHANCE RULE

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

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

APPENDIX 12: DOMESTIC ABUSE

Domestic 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 or emotional.

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

How does it affect children?

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, the child may blame themselves for the abuse or may have to leave the family home as a result. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

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

The London Child Protection Procedures Safeguarding Children Affected by Domestic Abuse and Violence should be followed by all practitioners. It can be found at: http://www.londoncp.co.uk/chapters/sg_ch_dom_abuse.html

For information to professionals about DV services contact:

Adam French : DV Lead, London Borough of Sutton

Telephone: 0208 770 6709

Email: adam.french@sutton.gov.uk

APPENDIX 13: RADICALISATION AND EXTREMISM

The Prevent Duty for England and Wales (2016) 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.

When a member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak to the Designated Safeguarding Lead. They should then follow normal safeguarding procedures.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include 'Channel' the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority's Children's Social Care team.

The Department for Education also has a dedicated telephone helpline (020 7340 7264) that school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- think someone is in immediate danger
- think someone may be planning to travel to join an extremist group
- see or hear something that may be terrorist-related

Indicators of Vulnerability to Radicalisation

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

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violent in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the U

There is no such thing as a 'typical extremist'; those who become involved in extremist actions come from a range of backgrounds and experiences and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognize those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student/student is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student/student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student/student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student/student may have perceptions of injustice; a feeling of failure; rejection of civic life ∞ Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration
- Special Education Need – students/students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

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

The Department for Education guidance ‘The Prevent Duty’ can be found at:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales>

At Sutton Grammar School we use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

APPENDIX 14: PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than their parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents. It does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly where the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers, to inform the school. However it should be clear to school who has parental responsibility.

Staff should notify the Designated Safeguarding Lead (DSL) when they become of private fostering arrangements. The DSL will speak to the family of the child involved to check they are aware of the duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

APPENDIX 15: LOOKED AFTER CHILDREN

A looked after child is a child who is looked after by the local authority, subject to a care order or who is voluntarily accommodated by a local authority. The most common reason for children becoming looked after is as a result of abuse and neglect. 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 (LAC) is the Deputy Head, Ms Kate Ross, and is responsible for promoting the educational achievement of children who are looked after. The Designated Safeguarding Lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The Designated Teacher for Looked After Children works with the virtual school head to discuss how Pupil Premium Plus funding can be best spent to support the progress of looked after children in the school and meet the needs in the child's personal education plan.

A previously looked after child is a child who is no longer looked after by a local authority because they are the subject of an adoption, special guardianship or child arrangements order. The Designated Teacher for Previously Looked After Children is Mr Tony Blunt. He is responsible for the promotion of the educational achievement of previously looked after children and the effective use of the Pupil Premium Plus funding.

APPENDIX 16: CHILDREN MISSING EDUCATION

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We always follow up with parents/carers when students are not at school.

If a member of staff or volunteer becomes aware that a child is missing, or missing education, they need to report it to the Designated Safeguarding Lead immediately.

Staff should report immediately to the Designated Safeguarding Lead, if they know of any child who may be:

- missing – whereabouts unknown or
- missing education – compulsory school age (5-16) with no school place and not electively home educated.

Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, the Designated Safeguarding Lead should refer to the C.F.C.S. as appropriate.

Where there are no known welfare concerns about a student, we follow our procedures for unauthorised absence and reports concerns to the Borough School Attendance Service (BSAS).

APPENDIX 17: ONLINE SAFETY

Our students increasingly use electronic equipment on a daily basis to access the internet and share and view content and images via social media sites such as facebook, twitter, instagram, snapchat and oovoo. We also recognise that during school closure students will be accessing 'online learning' when out of school.

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

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

The school has an E-Safety Policy which explains how we try to keep students safe in school and how we respond to online safety incidents. Students are taught about online safety throughout the curriculum.

APPENDIX 18: FABRICATED OR INDUCED ILLNESS

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid

- induction of illness by a variety of means

The above three methods are not mutually exclusive. Existing diagnosed illness in a child does not exclude the possibility of induced illnesses. The very presence of an illness can act as a stimulus to the abnormal behaviour and also provide the parent with opportunities for inducing symptoms.

Fabricated or induced illness is most commonly identified in younger children. Although some of these children die, there are many that do not die as a result of having their illness fabricated or induced, but who suffer significant long term physical or psychological health consequences.

Fabrication of illness may not necessarily result in a child experiencing physical harm, but there may be concerns about the child suffering emotional harm. They may suffer emotional harm as a result of an abnormal relationship with their parent and/or disturbed family relationships.

APPENDIX 19: PEER ON PEER ABUSE

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying, including cyberbullying; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All peer on peer abuse is unacceptable and will be taken seriously. Abuse is abuse and is not tolerated or passed off as 'banter' or seen as 'part of growing up'. Consequently, it is dealt with under the school's behaviour policy.

As a school we will minimise the risk of peer on peer abuse by:

- providing a developmentally appropriate PSHE curriculum which develops students' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe; as well as ensuring that students feel safe expressing themselves regardless of their sex, disability, race, religion, sexual orientation or gender identity
- having high expectations of behaviour
- having clear consequences for unacceptable behaviour
- having systems for students to raise concerns with staff, knowing that they will be listened to, valued and believed
- having robust risk assessments and providing targeted work for students identified as a potential risk to others

Allegations against other students which are safeguarding issues

Abuse, or concerns about abuse, by other young people will be subject to the same safeguarding procedures as for young people suspected of being abused by an adult:

- professionals responding should be alert to the risk a child may pose to any other children apart from the 'current' victim; and
- children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse at home, witnessed domestic violence or committed criminal offences)

In such cases:

- there will usually be a need to refer the alleged perpetrator of harm to the M.A.S.H.
- parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the process of referral
- the Designated Safeguarding Lead will make a record of concern, the discussion and any outcome recorded
- it may be appropriate to exclude the student being complained about for a period of time according to the school's behaviour policy and procedures
- where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- in situations where the school considers a safeguarding risk present, a risk assessment should be prepared along with a preventative, supervision plan
- both the alleged perpetrator and victim should be offered a programme of support appropriate to their individual needs and closely monitored. A date should be set for a follow-up evaluation with everyone concerned

APPENDIX 20: SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

In such cases staff will:

- make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”, or “boys being boys”;
- challenge behaviours (potentially criminal in nature) such as grabbing bottoms, breast and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Please see ‘Keeping Children Safe in Education’ (2020) for an explanation of what constitutes sexual assault and harassment.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Any decisions regarding the response to an allegation will be made on a case-by-case basis, with the Designated Safeguarding Lead (or deputy) taking a lead role, using their professional judgement and being supported by other agencies, especially M.A.S.H. who have representatives from Children’s Services and the police.

Disciplinary action can be taken whilst other investigations by the police and/or Children’s Social Care are ongoing. Once the school has investigated the claim, it can come to its own conclusion, on the balance of probabilities, about what happened, and impose a sanction accordingly.

When there has been a report of sexual violence, the Designated Safeguarding Lead (or deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator;
- all other children at the school.

For any report of sexual violence and/or sexual harassment, the Designated Safeguarding Lead will consider:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how the investigation will be progressed and any support that will be offered
- the nature of the alleged incident(s), including, whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved and any age difference
- the developmental stages of the children involved
- any power imbalance between the children (e.g. is the alleged perpetrator significantly older, more mature, more confident? Does the victim have a disability or learning difficulty?)
- whether the alleged incident is a one-off or a sustained pattern of abuse
- if there are ongoing risks to the victim, other children and school staff
- other related issues and the wider context

Ongoing response:

- The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and any other affected children & adults will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in accordance with the Behaviour Policy.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

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

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

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

References

DfE Keeping Children Safe in Education (2020)

DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)

APPENDIX 21: UPSKIRTING

All staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Incidents of up skirting in the school will not be tolerated. Sutton Grammar School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

APPENDIX 22: YOUTH PRODUCED SEXUAL IMAGERY

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

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

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'⁸

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

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents/carers should be informed at an early stage and involved in the process unless there is reason to believe that involving parents/carers would put the child at risk of harm. At any point in the process, if there is concern a young person has been harmed or is at risk of harm, a referral should be made to Children's Social Care and/or the Police as appropriate.

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

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

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

If none of the above apply, then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the Police.

In applying judgement, the DSL will consider if:

- There is a significant age difference between the sender/receiver
- There is any coercion or encouragement beyond the sender/receiver
- The imagery was shared and received with the knowledge of the child in the imagery
- The child is more vulnerable than usual i.e. at risk
- There is a significant impact on the children involved
- The image is of a severe or extreme nature
- The child involved does not understand consent
- The situation is isolated or if the image has been more widely distributed
- There are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances
- The children have been involved in incidents relating to youth produced imagery before

If any of these circumstances are present, the situation will be escalated according to our child protection procedures, including reporting to the Police or Children's Social Care. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

APPENDIX 22: OFF SITE VISITS AND FOREIGN EXCHANGE VISITS

The school carries out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Any adult over 18 in a host family will be subject to a DBS check. We work with partner schools abroad to ensure that similar assurances are undertaken prior to overseas visits by our students. As a school, we will ensure that parents/carers who will act as host families are aware who in the school they should raise any concerns with.

KCSIE 2020 Annex E explains in full the requirements for schools to follow their statutory duties regarding hosting and exchange visits.

APPENDIX 23: CONTEXTUAL SAFEGUARDING

Safeguarding incidents or behaviours can be associated with factors outside school or can occur between children outside school.

Contextual safeguarding means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety or welfare.

The school will consider the location and culture of their school and assess the risks that children may be exposed to both inside and outside the school community when looking at the well-being and safety of our students.

This approach will recognise that children risk experiencing significant harm in extra-familial contexts and seek to include these contexts within prevention, identification, assessment and intervention safeguarding practices.

APPENDIX 24: MENTAL HEALTH

At Sutton Grammar School we 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.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the Designated safeguarding Lead (DSL) or deputy.

APPENDIX 24: RESOURCES

Further advice on safeguarding is available from:

NSPCC: www.nspcc.org.uk

Childline: www.childline.org.uk

CEOPSThinkuknow: www.thinkuknow.co.uk

Anti-bullying Alliance: www.anti-bullyingalliance.co.uk

Beat Bullying: www.beatbullying.org

Safer Internet Centre: www.saferinternet.org.uk

Educate against hate: www.educateagainsthate.com

Educate and celebrate: www.educateandcelebrate.org

Sutton Safeguarding website: www.suttonlscb.org.uk