

	Reviewed	September 2024
	Next Review	September 2025

St Lawrence C of E (Aided) Junior School

Child Protection and Safeguarding Policy

Person Responsible: Designated Safeguarding Lead/ Headteacher

Committee Responsible: Premises and Health & Safety

Safeguarding Statement 2024

“It could happen here – and probably is”

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

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of abuse and neglect and follow our procedures to ensure children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care. We follow the Surrey Safeguarding Children Partnership's (SSCP) procedures and have a number of policies and procedures in place which contributes to our safeguarding commitment, including our Child Protection and Safeguarding Policy. A copy of this policy is available on our website.

Designated Safeguarding Lead (DSL) is: Grace MacLean

Contact details: 020 8941 0846 head@stlawrence-junior.surrey.sch.uk

Deputy DSL(s) are: Rachel Copsey, Liz Searle and Sam Walker

Contact details: 020 8941 0846 dep.head@stlawrence-junior.surrey.sch.uk
senco@stlawrence-junior.surrey.sch.uk, Walkers@stlawrence-junior.surrey.sch.uk

The nominated child protection governor is: George Cameron

Contact details: georgeacameron@icloud.com 07774 990708 and 020 8224 1392

The Headteacher is: Grace MacLean

Contact details: As above

The Chair of Governors is Graham Lovelace

Contact details: FAO – admin@stlawrence-junior.surrey.sch.uk

Terminology

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development;
- making sure that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

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

Early Help means providing support as soon as any needs emerge or are identified at any point in a child's life.

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

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

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

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority. MASH (C-SPA) refers to the Surrey Multi Agency Safeguarding Hub.

Confidentiality

We recognise that all matters relating to child protection are confidential, however, a member of staff must never guarantee confidentiality to a pupil, nor should they agree to keep a secret. Where there is a Child Protection concern it must be passed immediately to the DSL, at least within 24 hours of the concern being noticed. The Child Protection concern must be added as an incident to CPOMS as soon as practically possible from when the concern was noticed.

The DSL will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff only on a 'need to know' basis.

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

All School Staff:

Have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.

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

- Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.
- Staff however are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection policy and procedure and speaking to the designated safeguarding lead or a deputy.

All staff will:

- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015).
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to the Multi Agency Partnership (MAP), and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Surrey Safeguarding Children Partnership and take account of guidance issued by the Department for Education.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or a Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
 - Staff will identify children who may benefit from early help, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school's pastoral support process or an early help

assessment). In some circumstances it may be appropriate for a member of school staff to act as the lead professional in early help cases.

- Liaise with other agencies that support pupils and provide early help.
- Know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the role of the DSL, the school's Child Protection Policy, Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Governing Body and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

The Headteacher:

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

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- That opportunities are provided for a co-ordinated offer of early help when additional needs of children are identified.
- Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern that the child's wishes and feelings are considered when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- 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.
- Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- That allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Surrey Safeguarding Children Partnership (SSCP) and Surrey County Council (SCC).
- That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

The Designated Safeguarding Lead:

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

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated.
- Have an “it could happen here” approach to safeguarding.
- Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.
- The National Police Chiefs’ Council’s guidance note, [When to call the police](#), should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the Children’s Single Point of Access (C-SPA), and act as a point of contact and support for school staff. Requests for support should be made securely by email to cspa@surreycc.gov.uk using the [Request for Support Form](#) urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).
- Report concerns that a pupil may be at risk of radicalisation or involvement in terrorism, following the [Prevent referral process](#) and use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.
- The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the “case manager” and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Follow DfE and KCSIE guidance on ‘Child on Child Abuse’ when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of Surrey Safeguarding Children’s Partnership (SSCP) procedures and understand the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
- Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.

- Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCO/Inclusion Lead) on matters of safety and safeguarding and consult the SSCP Levels of Need document to inform decision making and liaison with relevant agencies.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (using appropriate secure online software, such as CPOMS), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.
- Ensure that an indication of the existence of the additional child protection file is marked on the pupil school file record.
- Ensure that when a pupil transfers school (including in-year), their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Report to the Headteacher any significant issues for example, use of the [SSCP multi-agency escalation procedures](#), enquiries under section 47 of the Children Act 1989 and police investigations.
- Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and Annex A and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership and governors, the child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.

- Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- Contribute to and provide, with the Headteacher and Chair of Governors, the “Audit of Statutory Duties and Associated Responsibilities” to be submitted annually to the Surrey County Council, Education Safeguarding Team.
- Ensure that the names of the Designated Safeguarding and Child Protection Lead and deputies, are clearly advertised, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2021.

The Deputy Designated Safeguarding Lead(s):

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

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All members of The Governing Body understand and fulfil their responsibilities to ensure that:
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- The school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.
- Policies are consistent with Surrey Safeguarding Children Partnership (SSCP) and statutory requirements, are reviewed annually and that the Child Protection policy is available on the school website.
- The SSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- 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, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.
- At least one member of the governing body has completed safer recruitment training to be repeated every five years.
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2023) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- All staff including temporary staff and volunteers are directed to the school’s child protection policy and staff behaviour policy.
- The school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in

regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

- A nominated governor for safeguarding is identified: George Cameron
- A member of the senior leadership team has been appointed by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- On appointment, the DSL and deputy(s) undertake interagency training (SSCP Foundation Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years as well as attending DSL network events, to refresh knowledge and skills.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationships and sex education (RSE).
- The governors, proprietors and school will ensure application filters and monitoring systems are in place to safeguard children online.
- The school will comply with DfE and Surrey County Council [Children Missing Education](#) requirements.
- The school will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable
- Appropriate online filtering and monitoring systems are in place.
- 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. Governing bodies and proprietors will ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors.
- Any weaknesses in Safeguarding are remedied immediately.

Safer Recruitment

Checks will be undertaken on all adults working in the school to establish the suitability of a person to work with children corresponding to procedures outlined by the [Independent Safeguarding Authority](#) and [Safeguarding Children and Safer Recruitment in Education November 2006](#) (DFES-04217-2006).

Each recruitment selection group and interview panel will have a 'Safer Recruitment' trained member. Additionally, at least one governor attending interview panels will have received Safer Recruitment training.

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

All staff understand that they are employed in a 'Position of Trust' and that inappropriate behaviour with or towards children is unacceptable.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. The Head Teacher or most senior teacher will then contact the

Local Education Officer – 01483 518104 and / or the Local Authority Designated Officer (LADO) 01372 733795.

If the allegation made to the member of staff concerns the head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the Local Authority (as above) without notifying the Head Teacher first.

The school will follow the [Surrey County Council procedures for managing allegations against staff](#). Where another body provides services or activities separately, using the school premises, the Governing Body will ensure that the body concerned has appropriate policies and procedures in place in regard to safe recruitment and safeguarding children.

DBS checks will be made of volunteers working with children.

Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989 and it is in line with the government publications – ‘Working Together to Safeguard Children’ 1999, Framework for the Assessment of Children in Need and their Families’ 2000, What to do if You are Worried a Child is Being Abused’ 2003, Safeguarding Children: Child Protection Arrangements for the Education Service’ 2004, and the Surrey Area Child Protection Committee [ACPC] Procedures.

The Governing Body of St Lawrence School takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that **all adults**, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

At St Lawrence we believe in providing a caring, positive and safe environment for all the children in our care. We have an ethos which promotes the social, physical and moral development of the individual child and, as a church school, which reflects the values of Christianity.

The aims of this policy are:

- To support the child’s development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse to the named Designated Safeguarding Lead (DSL) in the school.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support

packages for those children by having a representative at any case conference and review meeting.

- To emphasise the need for good levels of communication between **all** members of staff.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have substantial access to children have been checked (including the Disclosure and Barring Service) as to their suitability for the role within the school.

Procedures

Our school procedures for safeguarding children will be in line with the Child Protection: Essential Guidance for Education Staff, and Surrey ACPC procedures. We will ensure that:

- All members of the governing body have a copy of the Child Protection Policy for St Lawrence and that they understand and fulfil their responsibilities.
- We have a designated member of staff as our Designated Safeguarding Lead who has undertaken the statutory training.
- We have a member of staff who will act in the designated member of staff's absence who has also received appropriate training.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy on the school website.
- Our lettings policy will seek to ensure the suitability of adults working with children on the school site at any time under the auspices of the school (e.g. PTA functions and after-school clubs run either by staff members or others).
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- We will ensure that our selection and recruitment of staff includes checks for their suitability with the DBS.
- Any member of staff found not to be suitable to work with children will be notified to the appropriate bodies.
- Our procedures will be regularly reviewed and up-dated.
- All new members of staff will be directed to a copy of our child protection policy.

Supporting Children

- We recognise that a child who is abused or witnesses abuse may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

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

Signs include:

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

We at St Lawrence will support all pupils by:

- Encouraging self-esteem through PSHE. The children will understand that, while everything remains confidential within the circle, there may be times when the adult (facilitator) will have to disclose information to another adult (DSL). Likewise, with the Home-school link worker employed by the school. As well as encouraging self-esteem we will encourage assertiveness through the curriculum whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in safeguarding children.
- Notifying the Assessment Team as soon as there is a significant concern and, if in any doubt, to contact the Assessment Team for advice.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority – this will be done through the Nurse attached to the school.

Recognising Abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example, by hitting them, or by failing to act to prevent harm for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse:

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what

they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploitation and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of abuse, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

Indicators of Abuse

Physical signs define some types of abuse for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further abuse or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change of behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of Abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Domestic Abuse

The cross-government definition of domestic abuse and abuse is:

Any incident or pattern of incidents controlling, coercive, threatening behaviour, abuse or abuse between those aged 16 and 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
- emotional

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

Homelessness

St Lawrence recognises that being homeless or being at risk of being homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes in to the Local Housing Authority so they can raise / progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse and anti-social behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

Children Who Are Absent from Education for Prolonged Periods and/or Repeated Occasions

We recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with the Inclusion Officer (IO) when patterns of absence give rise to concern.

A child who is absent from education for prolonged periods and/or repeated occasions is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. We will ensure, where possible, that we have more than one emergency contact number

for each pupil. This will give the school additional options to contact a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Children Who Run Away or Go Missing from Home or Care

St Lawrence recognises that children who run away or go missing – and are thus absent from their normal residence – are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

‘Keeping Children Safe in Education 2021’ highlights that ‘Statutory Guidance on Children Who Run Away or Go Missing from Home or Care (DfE 2014)’ requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

Children with Family Members in Custody

St Lawrence recognises that children who have a family member in custody are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

Child on Child Abuse

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

- physical abuse – abuse, particularly pre-planned, forcing other to use drugs or alcohol
- emotional abuse – blackmail or extortion, threats and intimidation
- sexual abuse – indecent exposure, indecent touching or serious sexual assaults, forcing others to watch pornography or take part in sexting
- sexual exploitation – encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all the above methods, Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of abuse.

What to do:

- when an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the designated safeguarding lead should be informed.
- a factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- the DSL should contact children's services to discuss the case. It is possible children's services are already aware of the safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children's services referral where appropriate.
- the DSL will make a record of the concern, the discussion and any outcome on CPOMS.
- if the allegation indicates a potential criminal offence has taken place the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- it may be appropriate to exclude the pupil being complained about for a period of time according to St Lawrence 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 is present, a risk assessment should be prepared along with a preventative supervision plan.
- the plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Sexual Abuse and Sexual Harassment

St Lawrence follows the DfE's advice about sexual abuse and sexual harassment between children in schools and colleges.

Sexual abuse and sexual harassment can occur between two pupils of any sex. They can also occur through a group of pupils sexually assaulting or harassing a single pupil or group of pupils.

It is more likely that girls will be the victims of sexual abuse and more like that sexual harassment will be perpetrated by boys,

Sexual abuse and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. St Lawrence will ensure that **all** victims are taken seriously and offered appropriate support.

Sexual abuse and sexual harassment are not acceptable at St Lawrence. Behaviours such as making sexual remarks, grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

St Lawrence recognises that the following pupils can be especially vulnerable to sexual abuse and sexual harassment:

- Children with special educational needs and disabilities (SEND)
- Pupils who are lesbian, gay, bi, or trans, questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

Sexual abuse – sexual abuse refers to sexual offences under the Sexual Offences Act 2003:

Rape – a person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents

Assault by Penetration – a person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault – a person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent – someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual harassment – sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity and/or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothing and appearance, calling someone sexualised names
- sexual ‘jokes’ or taunting
- physical behaviour such as deliberately brushing against someone, interfering with someone’s clothes, displaying pictures, photo’s or drawings of a sexual nature
- online harassment which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos, inappropriate sexual comments on social media, exploitation, coercion and threats.

Online sexual harassment may be stand alone, or part of a wider pattern of sexual harassment and/or sexual abuse.

Harmful sexual behaviours – children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refer to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage.

When considering harmful sexual behaviours, ages and the stage of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example if the older child is disabled or smaller in stature.

Harmful sexual behaviours will be considered in a child protection context. St Lawrence recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

St Lawrence has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. The school has behaviour and anti-bullying policies.

The PSHE and SRE curriculum covers the following issues according to the age and stage of development of the pupils:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual abuse and sexual harassment is always wrong

Responding to allegations of sexual harassment and sexual abuse – St Lawrence will make decisions on a case-by-case basis with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

The management of children and young people with sexually harmful behaviour is complex and St Lawrence will work with other relevant agencies to maintain the safety of the whole school community.

A risk and needs assessment will be completed for all reports of sexual abuse. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case-by-case basis. The assessment will consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them

St Lawrence will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community.

Child Sexual Exploitation (CSE)

St Lawrence follows the London Child Protection Procedures for Safeguarding Children from Sexual Exploitation.

The government's most recent working definition of CSE says:

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

activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

CSE is a form of child sexual abuse affecting girls and boys. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

CSE may occur without the child being aware of events, or understanding that these constitute abuse.

CSE is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Child sexual exploitation –

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by abuse or threats of abuse
- may occur without the child's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
- is typified by some sort of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

Consent – even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in CSE) consent cannot legally be given whatever the age of the child.

Key factor in CSE – CSE involves some form of exchange (sexual activity in return for something) between the victim and/or perpetrator or facilitator. Where there is no such exchange, for example where the gain for the perpetrator is sexual gratification (or the exercise of power or control), this is described as sexual abuse (and not exploitation).

The exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). The receipt of something by a child does not make them any less of a victim.

It is also important to note that the prevention of something negative can also fulfil the definition of exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm their family.

Links to other kinds of crime –

- child trafficking
- domestic abuse
- sexual abuse in intimate relationships
- grooming (including online grooming)
- abusive images of children and their distribution
- drugs-related offences
- gang-related activity
- immigration-related offences
- domestic servitude

Potential vulnerabilities – although the following vulnerabilities increase the risk of CSE, it must be remembered that not all children with these indicators will be exploited. CSE can occur without any of these issues.

- having a prior experience of neglect, physical and/or sexual abuse
- lack of safe or stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other children and young people who are being sexually exploited
- family members or other connections to adult sex work
- having a physical or learning disability
- being in care (particularly those in residential care and those with interrupted care histories)
- sexual identity

Possible indicators of CSE –

- acquisition of money, clothes, mobile phones etc. without plausible explanation
- gang association and/or isolation from peers and social networks
- exclusion or unexplained absences from school
- leaving home or care without explanation and persistently going missing or returning late
- excessive receipt of texts or phone calls
- returning home under the influence of drugs or alcohol
- inappropriate sexualised behaviour for age or sexually transmitted infections
- evidence of or suspicions of physical or sexual assault
- relationships with controlling or significantly older individuals or groups

- multiple callers (unknown adults or peers)
- frequenting areas known for sex work
- concerning use of internet or other social media
- increasing secretiveness around behaviours
- self-harm or significant changes in emotional wellbeing
- online exploitation

All young people are at risk from online exploitation, and can be unaware that this is happening. Online exploitation includes the exchange of sexual communication or images and can be particularly challenging to identify and respond to. Children and perpetrators are frequently more familiar with, and spend more time in, these environments than their parents and carers.

Online CSE allows perpetrators to initiate contact with multiple potential victims and offers a perception of anonymity. Where exploitation does occur online, the transfer of images can be quickly and easily shared with others which makes it difficult to contain the potential for further abuse.

Children may be perpetrators of abuse – it must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

County Lines: Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by abuse or threats of abuse
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, coercive, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual abuse and abuse.

A forced marriage is not the same as an arranged marriage. In 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 arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

Forcing someone to marry is a criminal offence in England and Wales.

School staff will never attempt to intervene directly as a school or through a third party. Contact will be made with the Single Point of Access or the Forced Marriage Unit – 020 7008 0151 – for advice and support.

Child Trafficking and Modern Slavery

Human trafficking is defined in the UN Protocol on trafficking as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern-day slavery, as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the UK. Staff at St Lawrence are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to the Single Point of Access as appropriate.

Types of modern-day slavery – examples of industries and services where slavery exist in the UK today, victims of which include children and young people are (with examples):

- the sex industry, including brothels
- retail; nail bars, hand car washes
- factories; food packing
- hospitality; fast-food outlets
- agriculture; fruit picking
- domestic labour; cooking, cleaning and child minding
- additionally, victims can be forced into criminal activities such as cannabis production, theft or begging

Modern day slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought into the UK from overseas or vulnerable people in the UK being forced illegally to work against their will. Children and young people have an increased vulnerability to slavery.

Poverty, limited opportunities at home, lack of education, unstable social and political conditions and war are some of the situations which contribute to trafficking of victims and slavery.

Slavery can be linked to a number of safeguarding issues, including CSE, but normally includes at least one of the following specific situations:

- child trafficking; young people being moved internationally or domestically so that they can be exploited
- forced labour; victims are forced to work through physical or mental threat, against their will, often very long hours for little or no pay, in conditions that can affect their physical

and mental health. They are often subjected to verbal or physical threats of abuse against them as individuals or their families.

- debt bondage; victims forced to work to pay off debts that they will never be able to. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an 'employer' or sold as a commodity.

Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:

- physical appearance; poor physical condition, malnourishment, untreated injuries and looking neglected
- isolation; victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. They may not interact and be unfamiliar with their local community,
- poor living conditions; victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises
- personal belongings; few possessions, wearing the same clothes each day and no identification documents
- restricted freedom; victims have little opportunity to move freely and may be kept from having access to their passport
- unusual travel times; victims may be dropped off or collected from work on a regular basis either very early or late at night
- reluctant to seek help; victims may avoid eye contact, appear frightened or hesitant to approach people and have a lack of trust or concern about making a report should they be deported and fear of abuse towards their family

If a member of St Lawrence staff suspects that a pupil may be a victim, they will in the first instance report their concerns to the DSL.

The DSL will seek advice and support from the Single Point of Access who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM).

Further advice can be provided directly by the modern slavery helpline on 0800 0121 700

Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

St Lawrence recognises that most privately fostered children remains safe and well but safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When St Lawrence becomes aware of a private fostering arrangement for a pupil that has not been so notified, we will encourage parents and private foster parents to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the LA of children in this situation.

Suicide and Self-Harm

Suicide – an act of deliberate self-harm which results in death

Self-harm – self-poisoning or self-injury, irrespective of the apparent purpose of the act

Suicide and self-harm links – self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last a short time. For others, it can become a long-term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as: bereavement, bullying, cyber bullying, mental health problems including eating disorders, family problems such as domestic abuse, any form of abuse or conflict between the child and parents.

The most common forms of self-harm are:

- cutting
- biting self
- burning, scalding, branding
- picking at skin, reopening old wounds
- breaking bones, punching
- hair pulling
- head banging
- ingesting objects or toxic substances
- overdosing with a medicine

Self-harm is usually a secretive behaviour but signs may include:

- wearing long sleeves at inappropriate times
- spending more time in the bathroom
- unexplained cuts or bruises, burns or other injuries
- unexplained smell of Dettol, TCP etc.
- low mood – seems to be depressed or unhappy, low self-esteem, feelings of worthlessness

- any mood changes – anger, sadness
- changes in eating or sleeping patterns
- losing friendships, spending more time by themselves and becoming more private or defensive
- withdrawal from activities that used to be enjoyed
- abuse of alcohol and/or drugs

St Lawrence recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a pupil has self-harmed, or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.

Fabricated or Induced Illnesses

Staff at St Lawrence are alert to the issues surrounding 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 mostly 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 abnormal relationships with their parents and/or disturbed family relationships.

Staff at St Lawrence will record and report and concerns about a child who might be experiencing fabricated or induced illness to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral or consult a with any other child protection concern.

Radicalisation and Extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist abuse, or to steer them into a ridged and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

St Lawrence values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to abuse and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The threat from terrorism in the UK may include the exploitation of vulnerable people, to involve them in terrorism or in activity to support terrorism. The normalisation of extreme views may also make children vulnerable to future manipulation and exploitation. St Lawrence is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - encourage, justify or glorify terrorist abuse in furtherance of particular beliefs
 - seek to provoke others to terrorist acts
 - encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
 - foster hatred which might lead to inter-community abuse in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities

in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- identity crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- personal crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- personal circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- unmet aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – pupils 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 abuse to solve societal issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

St Lawrence seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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

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

Response

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

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

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and abuse against women. There is a mandatory reporting duty which requires teachers to report 'known' cases of FGM in under 18's, which are identified in the course of their professional work, to the police.

The duty applies to all persons at St Lawrence employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. Please refer to the Home Office and Department for Education procedural information for full details.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed and a report to the police should be made by the close of the next work day.

Where there is a risk to life or likelihood of serious immediate harm, the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Honour-based Abuse

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

Honour based abuse might be committed against people who:

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

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

Youth Produced Sexual Imagery (Sexting)

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

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

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

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

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

If a member of staff becomes aware of an incident involving sexting they should follow school procedures and refer to the DSL as soon as possible. The device should be confiscated and set to flight mode or turned off. Staff should not view, copy or print the imagery.

The DSL should hold an initial review meeting with appropriate school staff and interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe this would put the child at risk of harm.

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

- the incident involves an adult
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or there are concerns about their capacity to consent (e.g. owing to special educational 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, e.g. the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils 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 understands 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 e.g. difficult home circumstances
- the children have been involved in incidents relating to sexting 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 sexting including actions taken / not taken, reasons and resolution in line with safeguarding recording procedures.

Up-skirting

'Up-skirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Serious Violent Crime

All staff must be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline

in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff must be aware of the associated risks and understand the measures in place to manage these.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils 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 and are encouraged to talk and are always listened to.
- ensure that all children know there is an adult in the school whom they can approach if there are worried or in difficulty.
- include safeguarding across the curriculum, including PHSE, opportunities to equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety, Bikeability training and focussed work in Year 6 to prepare for transition to secondary school.

Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Headteacher or DSL will disclose any information about a pupil to other members of staff on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Children's Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Allegations against Staff

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management Policy.
- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Area Schools Officer (ASO), or in his/her absence the Development Manager Welfare and Protection.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in the paragraph above without notifying the Headteacher first.
- The school will follow the Surrey procedures for managing allegations against staff, in the Keeping Children Safe in Education document, a copy of which will be readily available in the school. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a Strategy Meeting. (Strategy Meeting covers any urgent formal strategy discussion, which may take place by telephone between the police, social care, and education managers, requiring action prior to the first meeting).
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the ASO and Personnel Consultant in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in the paragraph above.
- We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

'Whistle blowing'

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak in the first instance to the ASO.

Physical intervention

- Our policy on Restrictive Intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Touch technique
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying

Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

Racist Incidents

Our policy on racist incidents is set out in a separate policy.

Prevention

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

The community of St Lawrence will endeavour to:

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

Health and Safety

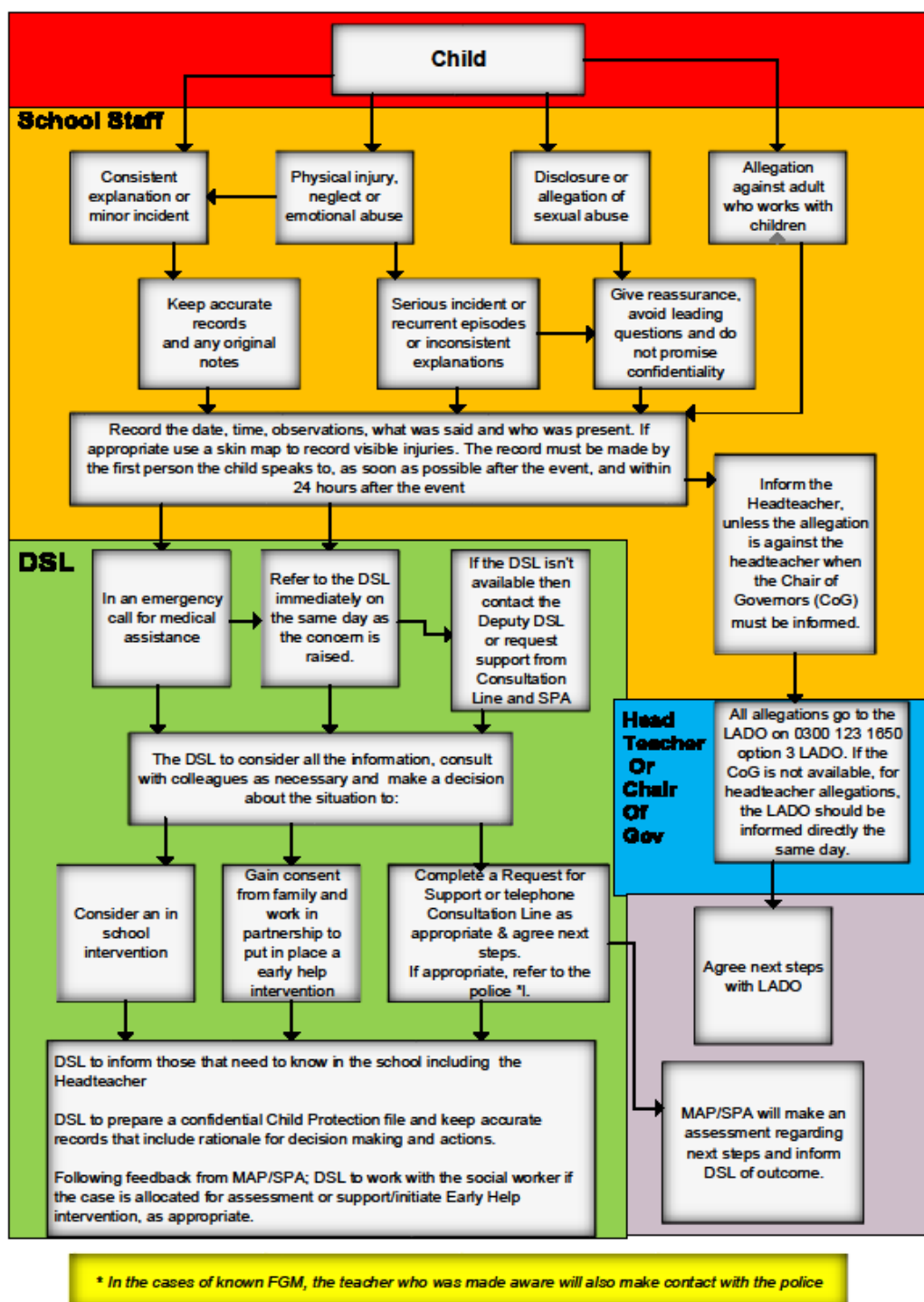
Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

One Chance Rule

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

St Lawrence is aware that if the victim is not offered support following disclosure that the One Chance opportunity may be lost. Therefore, all staff are aware of potential forced marriage, FGM and HBA cases.

Appendix 1



Appendix 2

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or

developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals

- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing

- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Appendix 3

Useful resources and websites

- Surrey Safeguarding Children Partnership - <https://surreyscp.org.uk> and Safeguarding Children Partnership's Procedures Manual www.surreycc.gov.uk/safeguarding
- Ofsted - www.ofsted.gov.uk
- Advisory, Conciliation and Arbitration Service (ACAS) www.acas.org.uk 08457 474747
- Stop it Now! Campaign www.stopitnow.org.uk Free helpline: 0808 1000 900
- Childline - www.childline.org.uk
- NSPCC - www.nspcc.org.uk

DBS Help Desk Tel no 01325 953795