



## Safeguarding Children and Child Protection Policy

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This Safeguarding and Child protection Policy has been devised in line with:

Children Act 2004

Keeping Children Safe in Education 2024

Working Together to Safeguard Children 2023

Children missing Education 2024

What to do if you're worried a child is being abused 2015

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/>

### **Key Personnel**

Designated Safeguarding Lead (DSL) Mariana Pandi Safeguarding Level 3

Deputy Safeguarding Lead Patricia Casswell Level 3

### **Important Contact Numbers**

**SPA** 020 8547 5008 [spa@richmond.gov.uk](mailto:spa@richmond.gov.uk)  
(out of hours 020 8770 5000)

**LADO** 020 8891 7370 [lado@achievingforchildren.org.uk](mailto:lado@achievingforchildren.org.uk)

**KRSCP (Kingston and Richmond Safeguarding Child Protection** 07834386459

**Early Years Advisory Team** 020 8547 5215

## **Introduction**

At Sudbrook School we strongly hold that safeguarding and promoting the welfare of children is our responsibility. We have an important role to play in keeping children safe from harm and supporting them to develop in a healthy and safe environment. In doing so staff are particularly aware that as they can identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating, they must act in a responsible and well-informed manner. In doing so, when possible, we will work in close partnership with parents and the professionals involved to ensure the best possible outcome for the children in our care.

Sudbrook School Staff recognise the important role they play in protecting children.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

To ensure accessibility, the Sudbrook School Safeguarding policy is available on the school website and a hard copy can be obtained from the office.

## **Child Protection Responsibilities**

- We ensure that all safeguarding and child protection policies are annually reviewed and as required.
- Children's Security, Safeguarding as well as Recruitment Policy and procedures, including the Code of Conduct policy, are consistent with Kingston's and Richmond's Safeguarding Children's Board and statutory requirements. They are reviewed annually and as and when required.
- All staff, including supply staff and volunteers read and understand the school's Safeguarding and Child Protection policy and Staff Code of Conduct Policy.
- All staff have read and understood Keeping Children Safe in Education (2021) 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.
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children) and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- Sudbrook School has procedures for dealing with allegations of abuse against staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been, had they not resigned.
- We complete the annual Compliance Checklist in line with KRSPC requirements
- DSL's and their deputies undertake multi-agency (Level 3) safeguarding training which is updated at least every two years
- All other staff have safeguarding training updated as appropriate
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate online filtering and monitoring systems are in place
- Enhanced Disclosure and Barring Service (DBS) checks for all staff and termly disclosure forms thereafter

### **We promote a protective ethos by ensuring that:**

- We act as a positive role model for children and actively promote high self-esteem in all children.
- Every child has a key worker who will closely monitor their development and emotional well-being at nursery. Still, all staff members work closely with all the children and with each other to ensure a safe environment for the children in our care.
- We ensure that the correct ratios are in place in all the areas of the nursery.

- Staff are confident in their knowledge of how to respond to child protection concerns and to ask for help, advice and training when needed.
- Staff help children learn about how to recognise and manage risks that they may face (using appropriate level of language) and act to keep themselves safe
- We communicate with parents and carers to build an understanding of the nursery's responsibilities to the welfare of children.
- We have safe and robust recruitment procedures.
- Safeguarding and relevant policies are regularly reviewed and updated as required
- Safeguarding policy is emailed to staff and parents
- Safeguarding Board is kept up to date

## **Responsibilities of the Designated Safeguarding Lead**

### Managing Referrals

The designated safeguarding lead is expected to refer cases:

- Of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care; (refer to SPA/ Ofsted)
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme; (SPA, Ofsted/ Channel)
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; (LADO/Ofsted)

and

- Where a crime may have been committed to the Police as required. (SPA/ Ofsted)

### Working With Others

The designated safeguarding lead is expected to:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with the Deputy/Deputy DSL or principal to inform them of issues
- As required, liaise with the LADO for child protection concerns in cases which concern a staff member
- Liaise with staff and the Senco on matters of safety and safeguarding and welfare
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at nursery.

This includes:

- Ensure that we know if a child has a social worker
- Support teaching staff to provide additional support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that

even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

### Information Sharing and Managing the Child Protection File

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information will be kept confidential and stored securely. Concerns and referrals will be kept in a separate file for each child and stored securely. This file will only be available to those who need to see it and in line with information sharing guidelines. Should a child leave Sudbrook School we will ensure that the file is securely and separately from their report is transferred to the new setting within five days of the child starting in the new school and that a receipt is acquired.

Records include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome.

### Raising Awareness

The designated safeguarding lead should:

- Ensure each member of staff has access to, and understands all policies and procedures
- Ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the nursery in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff.

### Training, knowledge and skills

The designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

Training provides designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand and support the nursery with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- Can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at nursery
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the nursery may put in place to protect them

#### Providing Support to Staff

Training supports the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- Ensure that staff are supported during the referrals processes
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

#### Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the nursery may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

#### Holding and Sharing Information

The designated safeguarding lead is equipped to:

- Understand the importance of information sharing, both within the nursery, and with other settings on transfer including in-year and between early years and primary education, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2020 and the UK General Data Protection Regulation (UK GDPR)
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

## Keeping Children Safe

### Mobile phones, Smart Watches and Cameras

No individual (Parents, staff, visitors) is allowed to use a mobile phone on school premises other than the school mobile which has a deactivated camera.

Parents and other visitors leave their phone at the front when signing in. Staff place their mobile phone and/or smart phone in the office and record this in the Mobile Phone File. Staff can access their mobile in the school office during emergencies and their break time. Staff must switch off the Bluetooth on their smart watch whilst on school premises.

Likewise, only the school iPad can be used to take photographs of the children to be used in their observations or for display purposes. Permission is acquired from parents to use these images for promotional purposes. Likewise parental consent is acquired when the school photographer comes in to photograph the children either as keep sake or for promotional purposes. This also applies when the children are being filmed during performances which are closed to parents for any reason.

The only time parents will be allowed to record images of the children is during school performances when they are present as an audience. In this case we request that images are not shared on social media.

### The Internet and Social Media

Sudbrook School children cannot access the internet whilst at nursery.

Sudbrook School staff will not befriend current parents on social media. They will ensure that their social media accounts are on a private setting and even then, upload content responsibly. We will also post unnamed images of children whose parents have consented to having their child's photograph for promotional materials.

### Confidentiality and Sharing Information

Sudbrook School will ensure all staff understands that child protection issues warrant a high level of confidentiality. This is not only out of respect for the child and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff will only discuss concerns with the designated person or principles. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Sudbrook School is fully GDPR compliant, and all data is collected and stored in line with the guidelines. Child protection information will be stored and handled in line with the UK- General Data Protection Regulations:

- Processed for limited purposes

- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

All sensitive information will be stored manually and not on an electronic database. Sensitive or personally identifiable information will not be sent via standard email. We are registered with the Information Commissioners Office (ICO) and follow the guidelines required. We will develop effective links with relevant agencies and cooperate as required with any enquiries regarding child protection matters, including attendance at case conferences.

#### Intimate and Personal Care

Children's dignity will be preserved and a level of privacy ensured. The normal process of nappy changing should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that staff do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

All nappy changes are recorded in the Nappy Changing File by the member of staff who attended to the child.

#### Children's Security

- Children and staff are signed in on arrival and out when departing the school
- Parents must inform the nursery if anyone other than the regular adults will be collecting their child or else the child will not be handed over.
- Visitors register in the Visitors' Log and wear a badge whilst on school premises as they are always supervised
- The doors and gates are always locked
- Daily risk assessments of all areas of the school are carried out
- Accident forms are completed in the event of an injury / incident and parents will be informed of the details of the incident
- Parents are required to inform the school by email of any pre-existing injuries their child might have sustained
- All school documents will be updated regularly to reflect children's details including consent forms, contact details and medical information
- All school documents will be updated to reflect children and staff daily attendance and staffing requirements

#### External Providers

In some instances, Sudbrook School hires out the school for external providers out of hours. We will make sure there are arrangements in place to keep children safe especially if children from Sudbrook attend. WE will always make sure there are safeguarding arrangements in place

following the non-statutory guidance Keeping children safe during community activities, after-school clubs and tuition.

### Children Missing Education

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. A daily register is taken, and attendance is monitored closely, and we work in partnership with AfC when patterns of absence give rise to concern. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

Our attendance policy is set out in a separate document and is reviewed regularly. The school operates in accordance with statutory guidance Children Missing Education (DfE 2024).

### **Whistleblowing:**

Staff working with children maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff always act in the best interests of the child. Staff do not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

If staff have any concerns about a child’s welfare, they should act on them immediately. They should speak to the designated safeguarding lead or deputy.

The designated safeguarding lead (or deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to children’s social care and/or the police. In some instances, staff may be expected to support the children social care assessment process. If this is the case, the designated safeguarding lead (or deputy) will support them.

LADO will be contacted through the SPA numbers in 24 hours if the suspected case of abuse involves a member of staff.

### **Forms and Indicators of Child Abuse**

Staff are aware of the range of physical and behavioural indicators of abuse and report any concerns to the safeguarding and child protection designated person. It is our responsibility to report concerns, but it is not our responsibility to investigate or decide whether a child has been abused.

Indicators could take several forms, and individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of the picture, and each small piece of information will help the safeguarding and child protection designated person decide how to proceed. The setting does not need absolute proof that the child is at risk to act.

### SEND children and other children who may be particularly vulnerable to abuse

All children receive equal protection, so providers should be particularly aware of children in the following circumstances who may be particularly vulnerable.

Children with additional needs who suffer from cognitive, communication and physical challenges are particularly vulnerable to abuse. In such cases we work closely with parents to ensure that they can provide care for their child. If needed, we will trigger and execute an EHA to provide support for the child and their family. In doing so, we work closely with the individuals involved in the child's care and in the promotion of their learning.

- Looked after
- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers
- Living in temporary accommodation or living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Do not have English as a first language
- Having a parent with enduring or untreated mental health problems.

#### Forms of Abuse and Neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff are aware of indicators of abuse and neglect, including exploitation, so that they can identify cases of children who may need help or protection.

If staff are unsure, they should always speak to the designated safeguarding lead or the deputy)

**Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

#### **Signs which may suggest abuse:**

- Neurotic behaviour, for example hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay

**Physical Abuse** is a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

#### **Signs which may suggest physical abuse:**

- Unexplained bruising, marks or injuries on any part of the body
- Bruising to a non-independently mobile baby
- Multiple bruising in clusters, often on the upper arm, outside of the thigh

- Bruising of different colours indicating repeated injuries
- Fingertip bruising to the chest, back, arms or legs
- Human bite marks
- Burns of any shape or size
- An injury for which there is no adequate explanation

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether 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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

**Signs which may suggest sexual abuse:**

- Pain, bruising or bleeding in the genital area
- Vaginal discharge or infection
- Stomach pains
- Changes in behaviour
- Fear of being left with a specific person or group of people
- Sexual knowledge beyond their developmental level
- Sexual drawings or language
- Eating problems
- Self-harm
- Acting in a sexually explicit way towards adults

**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 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Signs which may suggest neglect**

- Constant hunger
- Constantly dirty or smelly

- Loss of weight or being constantly underweight
- Inappropriate clothing for the conditions
- Medical assistance not sought when necessary
- Mentioning being left alone or unsupervised
- Definitions above adapted from Working Together to Safeguard Children 2023

## **Domestic Abuse**

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

Types of domestic abuse include:

- intimate partner violence
- abuse by family members
- teenage relationship abuse
- child/adolescent to parent violence
- abuse

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer-on-peer abuse is sometimes referred to as ‘teenage relationship abuse’.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’. However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

## **Signs which may suggest children are exposed to domestic abuse:**

- Aggressive behaviour
- Displaying anti-social behaviour
- Acting out their experiences
- Suffering from depression or anxiety
- Not achieving potential - due to difficulties at home or disruption of moving to and from refuges

## **Child Abduction and Community Safety Incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

## **Children and the Court System**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12-17-year-olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. We therefore monitor children's attendance and expect parent to abide by our Attendance Policy.

## **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. We will support any child, and their family should they be affected by these circumstances.

## **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

- Denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) is aware of contact details and referral routes into 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
- Anti-social behaviour
- The family being asked to leave a property

Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

## **Honour Based Abuse (HBA)**

Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

## **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.

## **Contextual Safeguarding**

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Different forms of harm often overlap, and perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

#### CCE

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. WE will therefore observe and assess children's development as a team while aiming to work closely with parents and the other professionals involved in the child's care as is called for.

Staff are therefore alert to some of the following which can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts, money or new possessions
- Associate with other children involved in exploitation
- Suffer from changes in emotional well-being; • misuse drugs and alcohol
- Go missing for periods of time or regularly come home late

and

- Regularly miss school or education or do not take part in education.

#### CSE

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development

#### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Several of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- Go missing and are subsequently found in areas away from their home
- Have been the victim or perpetrator of serious violence (e.g. knife crime)
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection; • are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.

## **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

In these cases, teachers should follow local safeguarding procedures. These risk indicators may include:

- Pupil talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the pupil's sibling has undergone FGM

Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal. If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Signs that may indicate a pupil has undergone FGM:

- Prolonged absence from school and other activities

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

Teachers are subject to a statutory duty to report to the police personally where they discover (e.g., by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting. There are no circumstances in which a teacher or other member of staff will examine a girl.

### **Witchcraft**

The school recognizes the importance of contextual safeguarding, addressing risks that may arise from peer groups, community environments, or online spaces, and remains vigilant to concerns related to witchcraft or spiritual beliefs that could lead to harm, exploitation, or abuse.

### **Breast Ironing**

This practice aims to prohibit or delay the development of breasts in pubescent girls through a process of massaging, pounding and ironing and using hard heated objects. The signs and symptoms to look at for are like that of FGM

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at <https://www.gov.uk/guidance/forced-marriage>.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk).

## **Preventing Radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Like protecting children from other forms of harms and abuse, protecting children from this risk is a part of Sudbrook School's safeguarding approach as addressed in the Anti-Radicalisation Policy.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.
- The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alerted to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

## **Channel**

Channel is a voluntary, confidential support program which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the program is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school or to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' program and have that support in place for when the child arrives.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.
- Educate Against Hate, is a government website designed to support teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

## Other concerns

### Peer on Peer/ Child on Child Abuse

Children can abuse other children (often referred to as peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

This can include (but is not limited to):

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse within intimate partner relationships
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Up-skirting and initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

### Sexual Violence and Sexual Harassment between Children in Schools

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same setting.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Therefore, staff are aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and uplifting skirts.

Dismissing or tolerating such behaviours risks normalising them.

## **What is sexual violence and sexual harassment?**

### Sexual violence

Sometimes children can, and sometimes do, abuse their peers in this way and it can happen both inside and outside of the setting. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003<sup>135</sup> as described below:

Rape: A person

- (A) Commits an offence of rape
- (B) Commits an offence of sexual assault

Consent is about having the freedom and capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another. A child under the age of 13 can never consent to any sexual activity and sexual acts on any child is considered to be rape/ sexual assault.

### Sexual Harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- on-line sexual harassment

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos.

As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence; 138 It is important to differentiate

between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation.

### **Up-skirting**

The Voyeurism (Offences) Act 2019, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. 'Up-skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment:

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should speak to the designated safeguarding lead (or a deputy).

### **Conclusion**

Anyone can become a victim of abuse anytime and it is important that we as educators uphold our responsibility to safeguard the children in our care. We therefore observe each child while working in partnership with parents so that the appropriate measures can be taken to prevent children from abuse by keeping them safe and stepping in to support them through the appropriate channels in the event of abuse.

In doing so staff will undergo regular safeguarding training and be supported by the DSL in fulfilling their safeguarding duties.

## Safeguarding Incident Referral Form

| <b>Safeguarding incident referral form</b>       |  |                |
|--|--|----------------|
| <b>Date of incident:</b>                         | <b>Time of incident:</b>   |                |
| <b>Staff Name/s</b>                              |  |                |
| <b>Full name(s) of child / children involved</b> | Name:  | Date of birth: |
|  | Male/ female   |                |
| Ethnicity and culture                            |  |                |
| Preferred language of child                      |  |                |
| <b>Parental responsibility</b>                   | Name:  |                |
|  | Address:   |                |
| Telephone number:                                |  |                |
| <b>CAF</b>                                       | Has a Common Assessment Framework (CAF) been completed for this child?   |                |
|  | Date and reason for the CAF  |                |
| <b>Give details of incident:</b>                 | <b>Things to consider:</b>   |                |
|  | When was the child first admitted to the setting?  |                |
|  | Is the child currently or previously known to be a subject to a child protection plan or currently or previously known to be a child looked after by the local authority?  |                |
|  | Does the child have any disability or special educational need?  |                |
|  | <p>Please provide a description of any incidents or conversations and dates they have occurred. You must make clear what is fact and what is opinion or hearsay.</p> <p>You must not ask the child leading questions or try to investigate the concern yourself.</p> |                |
| <b>Immediate actions</b>                         |  |                |

|  | <b>How</b>                                       | <b>Details</b> |
|--|--|----------------|
| <b>When and how were parents informed?</b> | 1. Verbally on the day at normal collection time |                |
|  | 2. By phone at the time of incident              |                |
| 3. Confirmation in writing within 3 days   |  |                |
| Other                                      |  |                |
| <b>Which other agencies were informed?</b> |  |                |
| Date:                                      |  |                |
| Ofsted                                     |  |                |
| Name:                                      |  |                |
| Contact Number:                            |  |                |
| Details of advice given:                   |  |                |

|   |   |  |   |
|---|---|--|---|
| <p>Date followed up in writing:</p> <p>Date<br/>Single Point of Access (SPA)/ Initial Response Team (IRT)<br/>Name:<br/>Contact Number:<br/>Details of advice given:</p>  |   |  |   |
| <p>Date followed up in writing:</p> <p>Date<br/>Early Years and Childcare Team<br/>Name:<br/>Contact Number:<br/>Details of advice given:</p>   |   |  |   |
| <p>Date followed up in writing:</p> <p>Date<br/>Police<br/>Name:<br/>Contact Number:<br/>Details of advice given:</p>   |   |  |   |
| <p>Date followed up in writing:</p> <p>Date<br/>Other (e.g. NSPCC)<br/>Name:<br/>Contact Number:<br/>Details of advice given:</p>   |   |  |   |
| <p>Date followed up in writing:</p> <table border="1"> <tr> <td><b>How it was dealt with?<br/>Please tick all that apply</b></td> <td> <ol style="list-style-type: none"> <li>1. Internal Assessment (e.g. reviewed risk assessment, or staff deployment resulting from incident)</li> <li>2. Investigation by Ofsted</li> <li>3. Investigation by other agencies (please give details)</li> </ol> </td> </tr> </table> |   | <b>How it was dealt with?<br/>Please tick all that apply</b> | <ol style="list-style-type: none"> <li>1. Internal Assessment (e.g. reviewed risk assessment, or staff deployment resulting from incident)</li> <li>2. Investigation by Ofsted</li> <li>3. Investigation by other agencies (please give details)</li> </ol> |
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|   |  |
|---|--|
| <b>Give details and attach any reports or correspondence that are relevant:</b> | NB: any follow up conversations, phone calls, correspondence, emails etc must include date, time, name of contact and be securely attached to original form. |
| <b>Action and</b>   | 1. Internal actions  |

|   |   |
|---|---|
| <b>Outcomes:</b><br><br><b>Please tick all that apply</b>                       | 2. Actions agreed with Ofsted<br>3. Changes to conditions of registration<br>4. Other action taken by Ofsted<br>5. No action<br>6. Actions imposed or agreed with other agencies including Early Years and Childcare Team |
| <b>Please give details:</b>   |   |
| <b>Has a copy of this record been shared with parents?</b> <b>YES</b> <b>NO</b> |   |
| <b>Name of recorder:</b>  |   |
| <b>Position:</b>  |   |
| <b>Signature:</b>   |   |
| <b>Date record completed:</b>   |   |
| <b>Outcome notified to parents<br/>(Within 28 days)</b><br><b>Date</b>          | <b>YES</b>  |