

TORMEAD

SAFEGUARDING POLICY

This whole school policy also applies to the Early Years Foundation Stage

Introduction

1. Tormead School is committed to providing a safe and secure environment for all its girls and promoting a climate where all girls feel safe and confident about sharing any concerns which they may have about their own safety or the well-being of others.
2. The Governing Body recognises that schools and their staff form part of the wider safeguarding system for children and 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 (in line with statutory guidance outlined in *Working Together to Safeguard Children*) to ensure adequate arrangements exist within our school to identify, assess, and support those children who are suffering harm, including providing a co-ordinated offer of early help when a need is identified and contributing to inter-agency plans where necessary. The Governing Body understands its duty to ensure that there is an effective safeguarding policy in place and that the arrangements stipulated therein must also be implemented fully in practice. It also ensures that our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Surrey Safeguarding Children Partnership, (henceforth referred to as SSCP), which is comprised of three statutory partners: Surrey County Council; Guildford and Waverley Clinical Commissioning Group; Surrey Police Force. This includes understanding and reflecting local protocols for assessment and the SSCP's threshold document along with supplying information as requested by the SSCP.
3. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children and an attitude of 'it could happen here' is encouraged amongst all staff. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred and coordinated. This means that they should consider, at all times, what is in the best interests of the child and take action to enable all children to have the best outcomes. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. *Keeping Children Safe in Education* (KCSIE) is provided as an appendix to this policy and Part One and Annex A must be read to ensure a full understanding of safeguarding issues (governors are also required to read Part Two). Upon each revision of *KCSIE*, it is reissued and all staff sign to indicate that they have read and understood it.

Definition

5. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. It also covers broader duties such as making reports to the DBS and pre-appointment checks and checks for

volunteers, staff of contractors and other non-school or supply staff according to the requirements of *KCSIE*. Children includes everyone under the age of 18.

It should be understood that greater prominence is now given to mental health in the context of safeguarding and that all those responsible for safeguarding and promoting the welfare of children should make use of the systems and processes in place for identifying possible mental health problems.

Scope

6. This policy applies to everyone who works in the school, whether in a teaching or non-teaching capacity, including volunteers and governors. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018* and *Keeping Children Safe in Education 2020*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Circulation

7. This policy is available in OneDrive/ allstaff/ policies. It is also available on the website. Current or prospective parents wishing to read the Staff Code of Conduct should contact Michelle O'Brien, Director of External Relations, to request a copy to be sent.

References

8. This policy has been developed in accordance with principles established by the Children Acts 1989 and 2004 and the Education Act 2002. It has regard to the following guidance:
 - *Keeping Children Safe in Education* (September 2020) which incorporates the additional statutory guidance *Disqualification under the Childcare Act 2006* (September 2018) and also refers to the non-statutory advice for practitioners *What to do if You're Worried a Child is Being Abused* (March 2015)
 - *Working Together to Safeguard Children* (July 2018) which refers to the non-statutory advice *Information Sharing* (July 2018)
 - *Prevent Duty Guidance for England and Wales* (July 2015), supplemented by the non-statutory advice *The Prevent Duty: Departmental Advice for Schools and Childminders* (June 2015) and briefing note *The Use of Social Media for Online Radicalisation* (July 2015)
 - [Surrey Safeguarding Children Partnership \(SSCP\) Procedures Manual](#)
 - *Mental Health and Behaviour in Schools* (November 2018) and *Counselling in Schools: A Blueprint for the Future* (February 2016)

Other Policies

9. This policy should be read and understood in conjunction with the Safeguarding Appendix: *KCSIE*. All staff should read Part One and Annex A of this document, while governors should also read Part Two. It should also be read in conjunction with Torread's:
 - Accessibility Policy
 - Anti-Bullying Policy
 - [COVID-19: Guidance on Full Opening of School](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers)
 - Behaviour Policy

- Equal Opportunities Policy
- Girls' Code of Conduct
- Girls' E-safety and Acceptable Use of IT Policy (Junior School)
- Girls' E-safety and Acceptable Use of IT Policy (Senior School)
- Health & Safety Policy
- Mental Health Policy
- Photography Policy
- Pupil Absence Policy
- Recruitment Policy & Procedures
- Remote Working Policy
- Risk Assessment Policy
- Relationships and Sex Education Policy
- SEND Policy
- Staff Code of Conduct (Employment Manual)
- Staff E-safety and Acceptable Use of IT Policy (Employment Manual)
- Supervision Policy
- Whistleblowing Policy (Employment Manual)

The Designated Safeguarding Lead

10. The School has a designated member of staff and deputies to take responsibility for safeguarding and welfare (Designated Safeguarding Leads). They all undergo training from the Surrey Safeguarding Children Partnership (SSCP) every two years. They are most likely to have a complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns.

The Designated Safeguarding Lead (DSL) *with ultimate lead responsibility* is:

Miss Marie Langlet, Assistant Head: Wellbeing
(external: 01483 510997; internal 267)

The Deputy Designated Safeguarding Leads are:

Miss Penny Borgonon, Pupil Support Officer
(external 01483 796076; internal 257)

Mr Tony Breslin, Assistant Head of Sixth Form
(external: 01483 575101; internal 212)

Mrs Nicola Fry, Junior School Deputy Head
(also Deputy Designated Safeguarding Lead for EYFS)
(external: 01483796073; internal 201)

Miss Salaidh Insch, Junior School Director of Studies
(also Designated Safeguarding Lead for EYFS)
(external: 01483 796073; internal 254)

Mrs Michelle O'Brien, Director of External Relations
(external: 01483 796051; internal 232)

Mrs Louise Whitaker, Head of Year 7
(external: 01483 796054; internal 235)

11. The designated governor with responsibility for safeguarding and welfare is Dr Caroline Kissin (contact School Office 01483 575101). The deputy designated governor with responsibility for safeguarding and welfare, and the designated governor with responsibility for online safety, is Mrs Anne Geary (contact School Office 01483 575101). However, safeguarding - and its annual review - remains the responsibility of the governing body as a whole.
12. The main responsibilities of the DSL with lead responsibility are to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of policies and procedures in practice. The School will ensure that the Lead DSL has sufficient time, funding, supervision and support to fulfil her safeguarding responsibilities effectively and also that there is sufficient cover in place in the case of her absence.

The key activities of the role include:

12.1 Managing referrals

- Refer cases of suspected abuse to the local authority children's social care as required (see Appendix 1 for contact details):
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required (see Appendix 1 for contact details):
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime has been committed to the Police as required.

12.2 Working with others

- Act as a source of support, advice and expertise for all staff.
- Liaise with the Head to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" (as per Part Four of KCSIE) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff (especially pastoral support staff, School Health Care Lead, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy
- Act as a source of support, advice and expertise for all staff.

12.3 Training

The designated safeguarding lead and deputies receive training (from providers as stipulated by the SSCP) to provide them with the skills and knowledge to carry out their roles which is updated every two years. The DSLs also undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills are refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role 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
- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Ensure each member of staff has access to and understands the School's safeguarding policy and procedures, including new, part-time and temporary staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to 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 school or college;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children 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 school or college may put in place to protect them.

12.4 Raising awareness

- Ensure that the safeguarding policy is known, understood and used appropriately;
- Ensure that the safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this (details of the review process are documented in the minutes of the governing body's meetings);
- Ensure that the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the SSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.

12.5 Managing child protection files

- Ensure that pupil files (both hard copy (via a sticker) and on OD/ Consultation Forms (via a capitalised surname) cross reference to CP files
- Contact previous schools of all new joiners to request transfer of child protection information.

- Where girls leave before the end of their Upper Sixth year, (including in-year) ensure that their original child protection file is transferred to any new school or college separately from the main file and via registered post.
- CP files, whether copies or originals, will be kept indefinitely.
- In addition to the child protection file, the Lead DSL should also consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving: for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Records of allegations regarding staff are kept indefinitely in a separate file.

Recruitment

13. Tormead is committed to following safe recruitment procedures as set out in *KCSIE* and all staff recruited to the School will be subject to the appropriate identity, qualification and health checks. Please see the Recruitment Policy for further details.
14. A single central register is maintained by the Human Resources Administrator to record all checks completed on staff, volunteers and governors.
15. Visitors to the school are required to sign in and out at reception, where they will be given an identity badge and signposted to safeguarding information. Appropriate controlled conditions are put in place for the supervision of visitors, with all external speakers supervised by a member of staff throughout their visit. Balance is sought in the recruitment of external speakers to ensure their suitability, whether invited by staff or pupils, and all speakers are vetted via an internet search before arrival.
16. Work experience placements are not organised by the School. Parents are advised to satisfy themselves that a prospective employer has appropriate insurance and all necessary arrangements in place to ensure their daughter's health and safety from a safeguarding perspective.
17. Host families are used occasionally for foreign residential visits; these are recruited by an educational travel company on the School's behalf. On these occasions, the School requires a statement from the company organising the families to outline its procedures for selection. The host families are provided with a letter outlining our expectations for the visits and girls are also given a document outlining our expectations for supervision which states clearly whom they should approach in the event of any concern. Tormead would not normally directly arrange host family accommodation for visiting pupils; however, in the event of its so doing, an enhanced DBS check (with barring information) would be requested for at least the host adult, the main carer.

Inspection

18. Upon inspection, the Independent Schools Inspectorate (ISI) will report on safeguarding arrangements.

Training

All staff (including the Head, temporary staff and volunteers)

19. Before commencing employment, all staff are required to watch a DVD recording of a training session as well as read:
 - Tormead's Safeguarding Policy (which includes information about the identity and role of the DSLs, along with their contact details as well as the safeguarding response to children missing education);
 - Part One and Annex A of *KCSIE*;

- the Staff Code of Conduct;
- the Staff E-safety and Acceptable Use Policy
- the Behaviour Policy;
- and the Whistleblowing Policy.

They must sign to confirm that they have read and understood these documents and will abide by their guidance. They must also complete the Channel online general awareness module on identifying, challenging and responding to the threat of radicalisation as part of the Prevent strategy. Upon arriving, all staff must attend a live induction training session delivered by the Lead DSL; these are scheduled for the second Tuesday of every term and cover online safety and the procedures for children missing education.

Governors

20. Governors are required to watch a DVD recording of a training session as well as read: Tormead's Safeguarding Policy (which includes information about the identity and role of the DSLs, along with their contact details); Part One, Part Two and Annex A of *KCSIE*; the Staff Code of Conduct; the Behaviour Policy; and the Whistleblowing Policy. They must sign to confirm that they have read and understood these documents and will abide by their guidance. The Chair of Governors and those with responsibility for Safeguarding and EYFS must also complete the Channel online general awareness module on identifying, challenging and responding to the threat of radicalisation as part of the Prevent strategy or provide evidence of having completed its equivalent.

Sixth Formers

21. Sixth formers employed as late stay supervisors, coach stewards or sports coaches are required to watch a DVD recording of a training session as well as read: Tormead's Safeguarding Policy (which includes information about the identity and role of the DSLs, along with their contact details); Part One and Annex A of *KCSIE*; the Staff Code of Conduct; the Behaviour Policy; and the Whistleblowing Policy. They must sign to confirm that they have read and understood these documents and will abide by their guidance. They must also complete the Channel online general awareness module on identifying, challenging and responding to the threat of radicalisation as part of the Prevent strategy.

Lead DSL & Deputy DSLs

22. The Lead DSL and Deputy DSLs will undergo the relevant Local Authority training in child protection and inter-agency training every two years as well as undertake training in the Prevent strategy, according to SSCP recommendation and provision. They will supplement this training with informal updates in the form of, for example, area network meetings and e-bulletins.
23. Ongoing training and child protection updates, including Prevent and online safety, are delivered at least termly via whole school staff meetings, in excess of SSCP advice, and electronic copies of the content delivered in these sessions are disseminated to all staff. Staff are updated each time *KCSIE* is updated. Furthermore, all staff are required to undergo live refresher training every three years following induction. Training is organised by the Lead DSL and accurate training records kept.
24. The Lead DSL and Deputy DSLs will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that girls, including those with a social worker, are experiencing, or

have experienced, with teachers and school and college leadership staff. This could include

- ensuring that the school, and staff, know who these girls are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort;
- supporting teaching staff to identify the challenges that girls in this group might face and the additional academic support and adjustments that they could make to best support them.

Teaching & Online Safety

25. Girls are taught about safeguarding (including on-line safety) through both curriculum and pastoral sessions, including PSHE. In IT lessons, they are taught to use digital equipment safely and use the internet responsibly and they are asked to sign the appropriate (Junior or Senior) Girls' E-Safety and Acceptable Use of IT Policy. We aim to help girls to adjust their behaviour to reduce risks and build resilience via the Floreo programme in Years 7 & 8 as well as PSHE throughout the school. Girls understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. They are encouraged to talk about any concerns they might have, whether for themselves or others, with the school Health Care Lead, Form Tutors, Heads of Year or the School Counsellor: indeed, anyone on the staff/ volunteer body with whom they feel comfortable. Members of staff who have any queries about safeguarding with regard to curriculum content (for example, in drama or English texts) should discuss their concerns with a DSL.

26. As schools and colleges increasingly work online, it is essential that the girls are safeguarded from potentially harmful and inappropriate online material. Girls are safeguarded from potentially harmful and inappropriate online material via our Smoothwall filtering system. Weekly reports of flagged search terms are used to monitor internet usage and followed up by the E-Safety Coordinator. However, the School recognises that overzealous blocking might lead to unreasonable restrictions upon learning and seeks to strike an appropriate balance, with girls encouraged to take an appropriate level of responsibility for their own safety. Additional information is available in KCSIE Annex C on how to support keeping children safe online, including when they are online at home.

27. Opportunities to teach safeguarding

This includes covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) which will be compulsory from September 2020 . Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: Statutory guidance: relationships education relationships and sex education (RSE) and health education.

. The following resources may help schools and colleges:

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS)27 guidance: Education for a connected world
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Rise Above

Understanding and Identifying Abuse and Neglect

28. Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be

abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

29. There are four main categories of abuse: physical, emotional, sexual and neglect. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Please see Appendix 2 for more detailed definitions and indicators.
30. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the girl and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.
31. Staff should maintain an attitude of 'it could happen here' where safeguarding is concerned and should be particularly vigilant for indicators of concern for abuse:
 - Significant changes in a girl's behaviour - she may become aggressive, challenging, disruptive, withdrawn or clingy
 - Lack of concentration or deterioration in academic performance
 - Appearing to be tired or hungry
 - Unexplained bruising, marks or signs of possible physical abuse
 - Unwillingness to change clothes in front of others or participate in physical activities
 - Shying away from touch or flinching at sudden movements
 - Signs of neglect (unkempt, consistently poor hygiene, hungry, ill-fitting clothes, dirty appearance etc)
 - Comments which give cause for concern: e.g. being left home alone with inappropriate carers or strangers, unexplained concern for younger siblings, talking about running away
 - Reluctance to go home after school or strong efforts to avoid specific family members or friends
 - Poor attendance or punctuality, consistent lateness in adults picking up or regularly missing school
 - Parents collecting children when drunk or under the influence of drugs
 - Parents who are dismissive or unresponsive to concerns

See Appendix 2 for more detailed information.

Specific Safeguarding Issues

32. All staff have an awareness of safeguarding issues and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Please see Appendix 4 of this policy for further information relating to specific safeguarding issues and Appendix 5 for links to further information. Annex A of *KCSIE* holds further important information.

Special educational needs and difficulties (SEND)

33. Staff are aware that children with special educational needs and disabilities (SEND) can face additional challenges and may be particularly vulnerable to bullying and abuse. They are alive to the possibilities that:
- they may have an impaired capacity to resist or avoid bullying and abuse
 - there might be an assumption without further exploration that indicators of possible bullying and abuse such as behaviour, mood and injury relate to the child's disability;
 - children with SEND might be disproportionately impacted upon by behaviours such as bullying and abuse, without outwardly showing any signs; and
 - they may have speech, language and communication needs which may make it difficult to tell others what is happening.

Sexting (youth-produced sexual imagery)

34. 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. All incidents of this nature should be treated as a safeguarding concern.
35. 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.
36. If a member of staff becomes aware of an incident involving youth produced sexual imagery s/he should follow the child protection procedures and refer to a DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. It should then be handed to the DSL. Staff should not view, copy or print the youth-produced sexual imagery. If the situation does not require police involvement, the DSL will return the device but ask the girl/ parent to delete the image(s).
37. The DSL will investigate by speaking to girl involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving them would put the girl at risk of harm. At any point in the process if there is concern that a young person has been harmed or is at risk of harm, or if an adult is involved, a referral should be made to the Surrey Children's Single Point of Access (SPA) or the police as appropriate.
38. The DSL may use her professional judgement to assess the risk to the girl involved and may decide to respond to the incident without escalation to the SPA or the police. If any of these circumstances outlined below 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 child is under 13
 - 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;
- whether the situation is isolated or the image has been more widely distributed;
- there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the girl has been involved in incidents relating to youth-produced imagery before.

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

39. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child sexual exploitation and Child criminal exploitation do not always involve physical contact; it can also occur through the use of technology. There are clear links between both online safety and regular absence or truanting and the risks of CSE and/or CCE. The indicators of CSE and CCE are set out in Appendix 4. More information included definitions and indicators are included in Annex A.

Like all forms of child sexual abuse, 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 violence or threats of violence;
- may occur without the child or young person'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; and
- is typified by some form 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.

Child criminal exploitation:

- can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.
40. Any concerns that a girl is being or is at risk of being sexually exploited should be reported according to normal child protection procedures to a DSL, who will then use the SSCP's CSE Screening Tool on all occasions when there is a concern that a girl is being or is at risk of being sexually exploited. In all cases if the tool identifies any level of concern (green, amber or red) the DSL will refer to the SPA. If a child is in immediate danger the police should be called on 999.

Female genital mutilation (FGM)

41. Female genital mutilation is a form of child abuse and violence against women which is illegal in England and Wales. Whilst all staff should speak to a DSL with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details. The duty to make a report applies to the individual who becomes aware of the case: it should not be transferred to the DSL; however, a DSL should be informed and discuss the case with children's social care as appropriate.
42. 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 personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
43. School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported according to normal child protection procedures. 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.
44. There are no circumstances in which a teacher or other member of staff should examine a girl.

Domestic abuse

45. Domestic abuse is actual or threatened physical, emotional, psychological or sexual abuse which involves the use of power and control by one person over another. A number of abusive and controlling behaviours beyond violence are involved in domestic abuse, including ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours.
46. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse and /or suffer it in an intimate personal relationship are at risk of significant harm.

47. Tormead School is a member of the SSCP's Operation Encompass scheme which facilitates swift identification of, and effective communication about, children living in homes where domestic abuse occurs.

Peer on peer / child on child abuse

48. In most instances, the conduct of pupils towards each other will be covered by our Behaviour and Anti-Bullying Policies. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. All staff at Tormead recognise that children are capable of abusing other children and their peers and are clear about Tormead's policy and procedures with regard to peer on peer/child on child abuse.

49. **All** staff are aware that safeguarding issues can manifest themselves via peer on peer/child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- upskirting (an act of taking a photograph, without consent, from underneath a person's clothing with the intent of viewing their genitals. The purpose may be sexual gratification, or to cause the victim distress and alarm. It is a criminal offence); and
- initiation/hazing type violence and rituals.

50. Tormead staff recognise the gendered nature of peer on peer/child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but nevertheless is clear that all peer on peer/child on child abuse is unacceptable and will be taken seriously. Abuse is abuse and it will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Where allegations of abuse or assault have been made against one or more Tormead pupils, a thorough risk assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) will be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator are treated as 'at risk' and receive appropriate support. This may take the form of follow up meetings with pastoral staff, referral to the school or external counselling provision, and/ or suggestions for early help strategies.

51. Allegations of peer on peer/child on child abuse will be investigated, recorded and dealt with in line with procedures set out in Tormead's Anti-Bullying Policy. Please also refer to this policy for details of how victims, perpetrators and any other child affected will be supported. All allegations will be recorded in the School's Bullying Log.

52. If there is reasonable cause to suspect that a girl is suffering, or likely to suffer, significant harm, a DSL should be contacted; she/he will involve the SSCP and/or the Police as necessary, where it is clear that a crime has been committed or there is a risk of crime being committed. If pupils from other schools are involved, the other schools will be informed. The School will work with external agencies in order to respond to the unacceptable behaviour. If a girl's behaviour negatively impacts upon the safety and welfare of other girls then safeguards will be put in place to promote the wellbeing of the pupils affected and the victim and perpetrator will be provided with support, as outlined in the School's Anti-Bullying Policy.

53. Tormead School has a number of procedures in place to promote positive behaviour and relationships and minimise the risk of peer on peer/child on child abuse. These include but are not restricted to:
- our ethos and values which prioritise respect and dignity;
 - high expectations of behaviour as set out in the Girls' Code of Conduct and the Girls' E-Safety and Acceptable Use of IT Policies;
 - peer support schemes;
 - encouragement of open relationships with staff, especially those in pastoral and welfare roles;
 - developmentally appropriate curriculum content delivered via IT and PSHE lessons.

Anti-bullying

54. Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender-related bullying. The Assistant Head: Wellbeing maintains a record of known bullying incidents within the Senior School; the Deputy Head (Logistics) of the Junior School maintains the record of incidents within the Junior School.
55. Staff should inform the Head of Year and act with reference to the Anti-Bullying Policy to address the situation should they become aware that a girl has either sent or received inappropriate messages or been involved in inappropriate 'banter'. As outlined in the Anti-Bullying Policy, our emphasis in addressing conflict between girls is on mediation and a 'no-blame' approach, with support given to both parties; however, it may be that sanctions are deemed necessary.

Gangs and serious youth violence

56. A gang is defined as a group of young people, especially young men, who spend time together, often fighting with other groups and behaving badly. Youth violence refers to harmful behaviours that can start early and continue into young adulthood. The young person can be a victim, an offender, or a witness to the violence. Youth violence includes various behaviours including some violent acts such as bullying, slapping, or hitting. These behaviours can cause more emotional harm than physical harm. Others, such as robbery and assault (with or without weapons) can lead to serious injury or even death.
57. Some indicators that a young person may be at risk from or involvement with serious violent crime 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.

Radicalisation, extremism and terrorism

58. Tormead School recognises its obligations under The Prevent Duty for England and Wales to have due regard to the need to prevent people from being drawn into terrorism.
59. Extremism is defined 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. We seek to protect our girls against the messages of all violent extremism including, but not restricted to, those linked to: Islamist ideology; far right / neo-Nazi / white supremacist ideology; Irish nationalist and loyalist paramilitary groups; and extremist animal rights movements.
60. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with 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.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 4. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should follow normal safeguarding procedures and speak with a DSL in the first instance. If, however, the girl is in danger or at risk of harm, then the police should be contacted immediately by dialling 999. The Surrey Police Prevent Supervisor can be contacted for advice (01483 632982 or 07795 043842 or claire.mcdonald@surrey.pnn.police.uk) as can the Surrey Prevent PC (01483 631565 or 07967 988988 or charles.harris@surrey.pnn.police.uk) and the DfE has also set up dedicated helplines for staff and governors for advice regarding extremism (020 7340 7264 or counter.extremism@education.gov.uk).

Children Missing Education (CME)

61. The school will maintain vigilance over attendance and absence; staff are aware that a child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
62. The Lead DSL will monitor unauthorised, unexplained or prolonged absences and take appropriate action. Tormead School works cooperatively with the local authority in making returns for the admissions and departures of all girls below compulsory school age at both standard and non-standard transitions.
63. Upon joining the School, parents provide details of two emergency contact numbers for each pupil in addition to the contact details for both parents.
64. Please refer to the Pupil Absence Policy for further details.

Looked after children & previously looked after children

65. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Should Tormead enrol a looked after child, the DSL will ensure that we have the information necessary in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child’s

care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

66. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.
67. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Sexual violence and harassment

68. Sexual violence and sexual harassment can occur between two children, or a group of children. Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. Children with SEND are likely to be more vulnerable.

- Sexual violence refers to rape, assault by penetration or sexual assault.
 - Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or displaying photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (Note - this list is not exhaustive).
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent. When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate. Tormead staff are trained in taking and responding to a disclosure of child sexual violence and harassment.

Mental Health

All staff, temporary staff and volunteers 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.

69. 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.

70. If staff have a mental health concern about a girl that is also a safeguarding concern, immediate action will be taken, following our child protection policy and speaking to the designated safeguarding lead or a deputy.
71. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

Safeguarding incidents and/or behaviours

72. Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside Torread. All staff, but especially the designated safeguarding lead (or deputy) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

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. Our governing body and proprietors ensure

school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Listening to Children & Early Help

73. Early help means providing support as soon as any needs emerge or are identified.. All staff should be prepared to identify girls who display emerging problems and may benefit from early help. In the first instance, staff should discuss early help requirements with the Head of Year; however, they should refer directly to a DSL in the event of a safeguarding concern. Staff may be required to support other agencies and professionals in an early help assessment.
74. The School encourages a culture of openness between girls and staff. Posters in each form room list staff members whom girls could approach; the School Health Care Lead and Counsellor are available for all girls to access; Peer Mentors and Supportive Friends offer support from other pupils; and Form Tutors build strong relationships with their tutees via daily contact and half termly 1:1 meetings. Through these systems, we encourage a culture of listening to children.
75. Early help within School may take a number of different forms; in addition to the listening support services detailed above, we offer, for different year groups, yoga classes and mindfulness. Discussion will take place between the staff member concerned and the DSL to determine which course of action would be most appropriate and parents will be involved where possible.
76. Early help which involves external agencies may involve sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Advice can also be sought directly via an Early Help Co-Ordination Hub; the appropriate hub to contact is decided by the address at which the girl in question lives. The contact numbers are:
- South West Hub (Guildford and Waverley) – 01483 519722
 - South East Hub (Tandridge, Reigate & Banstead, Mole Valley) – 01737 733944
 - North East Hub (Spelthorne, Elmbridge, Epsom & Ewell) – 01372 833133
 - North West Hub (Runnymede, Woking, Surrey Heath) – 01932 795522
77. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;

- is showing signs of fragile mental health
- is at risk of being radicalised or exploited; is a privately fostered child.

Multi-Agency Working & Sharing and Withholding Information

78. Tornead will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to multi-agency plans to provide additional support to children subject to child protection plans. The School allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. Multi-agency working and information sharing are vital in identifying and tackling all forms of abuse and clearly especially important to identify and prevent child sexual exploitation.
79. As part of meeting a child's needs, it is important to recognise the importance of information sharing between professionals and local agencies, which is an intrinsic part of any practitioner's role. Whilst the Data Protection Act 2018 and the General Data Protection Regulation place duties on organisations and individuals to process personal information fairly and lawfully, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
80. Decisions about how much information to share, with whom and when can have a profound impact on people's lives. Staff should weigh up what might happen if the information is shared against the consequences of not sharing the information. Early sharing of information is key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. In the event of any queries regarding the sharing of information, staff should speak to a DSL.
81. Relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.
82. This includes:
- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
 - understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
 - for schools not to provide pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met,

school must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR.

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful ['Information Sharing Advice for Practitioners' \(DfE 2018\) guidance](#).
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR. <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Procedures

83. Child protection is the responsibility of every member of the Tormead staff. We all have a responsibility to protect our girls from any form of abuse or significant harm and to provide a safe environment in which our girls can learn. We therefore also have a responsibility to identify girls who may be in need of early help or who are suffering, or are likely to suffer, significant harm and then to take appropriate action accordingly, working with other agencies as necessary. We must therefore all be alert to the possible signs of abuse and, if we have any concerns, report these according to the procedures below as soon as possible and certainly within 24 hours.

Staff conduct

84. Staff should be aware of, and abide by, the protocols set out in the Staff Code of Conduct and Staff E-safety and Acceptable Use of IT Policy, both of which can be found in the Employment Manual. They should be aware of the signs of abuse or neglect so that they are able to identify cases of girls who may be in need of help or protection. They are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the girl when concerned about her welfare. Knowing what to look for is vital to the early identification of abuse and neglect. Types of abuse are detailed in Appendix 2 of this document but if staff members are unsure they should always speak to a DSL or children's social care (please see Appendix 1 for contact information).
85. Staff are advised to ensure that their behaviour and actions do not place girls or themselves at risk of harm or of allegations of harm. For their own safety and protection, staff should exercise caution in situations where they are alone with girls. Most teaching rooms have clear and unobstructed glass panels in the doors; where this is not the case, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open.
86. School staff should also be alert to the possible risks that might arise from social contact with girls outside of the School. Home visits to girls or private tuition of girls should only take place with the knowledge and approval of the girl's parents or carers and the Head. Similarly, visits/telephone calls by girls to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Head. Contact with girls on social media should be avoided.

87. Any unplanned contact of this nature or suspected infatuations or “crushes” must be reported to the Head. Staff should only use school communication systems with girls or parents/carers, and only communicate with them on appropriate school business. Staff should not disclose their personal telephone numbers and home email addresses to girls or parents. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.
88. Girls in EYFS must only be photographed with one of two Early Years iPads when on school premises. When teaching EYFS in their setting, staff must leave their mobile devices outside the setting (wherever that may be). External companies may occasionally be used to take photographs/ video footage of girls in EYFS; in these cases, the company in question should provide documentation making clear the date on which these images will be permanently deleted from their files.

Whistleblowing

89. Tormead is committed to establishing a culture of safety and raising concerns, where staff feel valued and practise reflectively. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to report concerns, including those relating to poor or unsafe practice and/or potential failures in the School’s safeguarding regime. Staff should know that such concerns will be taken seriously by the Executive Group and that there exists provision for mediation and dispute resolution where necessary. If staff have any concerns regarding safeguarding, then they should take action in accordance with the School’s Whistleblowing Policy which outlines the four stages of the process. Our aim is to create a culture of transparency and accountability in relation to how concerns are received and handled.
90. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance can be found at [Advice on Whistleblowing](#)
 - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 from 8:00am to 8:00pm, Monday to Friday and email: help@nspcc.org.uk

Reporting Concerns

91. If staff have any concerns about a child’s welfare, they should act on them immediately, following Tormead’s Safeguarding Policy and speaking to a DSL. It is important that children receive the right help at the right time to address risks and prevent issues escalating; therefore it is important to act on and refer the early signs of abuse, neglect or radicalisation, keep clear records, listen to views of the child, reassess concerns when situations do not improve, share information quickly and challenge inaction. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.
92. Any member of staff has the right to refer a case, should they feel they need to. They should contact the SPA, which is the single point of contact for reporting concerns

about the safety of a child or young person, contactable via telephone: 0300 470 9100 or email: cspa@surrey.gov.uk.

93. Outside the hours of 9.00am-5.00pm Monday to Friday then calls should be made to the Emergency Duty Team (01483 517898) or the NSPCC (0808 8005000). The police can be contacted on 101 for non-urgent situations and 999 in an emergency. See Appendix 1 for full list of contact details. The SPA can also be contacted for informal advice on borderline cases. However, staff are encouraged where possible to follow the reporting procedures outlined below.
94. If the issue relates to, or arises, on a school-related activity out of normal school hours then the expectation is that a supervising member of staff would take appropriate action, in consultation with the duty officer as necessary.

Initial disclosure

95. When taking disclosures from girls, staff:
- 95.1 Must not ask leading questions and must limit questioning to the minimum necessary to seek clarification only
 - 95.2 Must not investigate the allegation themselves; this could prove detrimental to a later investigation
 - 95.3 Must not take a decision as to whether or not abuse has in fact taken place.
 - 95.4 Must not give a guarantee of confidentiality as this may not be in the best interests of the girl. Explain to the girl involved that the information will need to be passed to a DSL who will ensure that the correct action is taken. Reassure them that the information will only be passed to the minimum number of people who must be told and have a clear need to know.
 - 95.5 Must keep a record of the conversation using a Child Protection Form, accessible from TorFiles. The record should include the date of the conversation and the essence of what was said and done by whom and in whose presence. The record should use the girl's own words where possible. It should then be emailed to the Lead DSL directly, with the 'Child Protection' code marked. Staff are also required to sign and date their child protection forms
 - 95.6 Any other evidence should be safeguarded and preserved.

If staff have a concern about a girl

96. If staff members have any concerns about a girl, they should act on them immediately by following Tormead's Safeguarding Policy. Where possible, there should be a conversation with a DSL to agree a course of action, although any staff member can make a referral to children's social care. Options will then include
- managing any support for the child internally via Tormead's pastoral support processes
 - an early help assessment
 - referral to specialist services in accordance with the referral threshold set by the Local Safeguarding Children Partnership. A copy of the Levels of Need document can be accessed on the school secure drive.
97. Staff should not assume that another colleague will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. *Information sharing* supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

98. If anyone other than a DSL makes the referral, they should inform a DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.
99. If, after a referral, the girl's situation does not appear to be improving, the DSL (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the girl's situation improves.
100. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.
101. Where a girl and family would benefit from early help, involving co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment to identify what help the family require to avoid reaching the point of intervention under the Children Act 1989. This may involve use of the Common Assessment Framework (CAF) and Team Around The Child (TAC) approaches. The early help assessment should be undertaken by the lead professional working with the family.

See Appendix 3 for a flowchart setting out the process for staff when they have concerns about a girl.

If a girl is in danger or at risk of harm

102. If a girl is in immediate danger or at risk of harm, a referral should be made to the Surrey SPA and/or the police immediately. Anyone can make a referral. Where referrals are not made by a DSL, a DSL should be informed as soon as possible that a referral has been made. If the girl's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the girl at some point.

Action by the DSL

103. The DSL will take a decision whether to refer to children's social care, though it is important to note that any staff member can refer. The action to be taken will take into consideration the thresholds set out by the SSCP's Effective Family Resilience Model:

- Universal Personalised universal services
- Early Help Additional needs met by universal and targeted services working together. Early Help Assessment not required but can be used
- Targeted Help Multi-agency approach required using Early Help Assessment and Lead Professional Family team response
- Specialist Specialist and high lever interventions often involving statutory process

The DSL will also take into account:

- 103.1 The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the SPA or the police without further investigation within the School.
 - 103.2 The wishes of the girl who has disclosed, provided that the girl is of sufficient understanding and maturity and properly informed. This may depend upon whether or not the girl is herself the victim or has disclosed concerns about another girl but action will always be taken with the best interests of the girl in mind.
 - 103.3 The wishes of the girl's parents, provided they are properly informed, are not part of the issue, and have no interest which is in conflict with the girl's best interests (NB There is no requirement for this; if the grounds for suspecting significant harm are strong enough a referral should be made without parental consultation)
 - 103.4 The risk to the girl concerned.
 - 103.5 The interests of the school community as a whole including its employees.
104. The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:
- the child requires immediate protection and urgent action is required; whether the child is in need, and should be assessed under section 17;
 - there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
 - any services are required by the child and family and what type of services; and
 - further specialist assessments are required in order to help the local authority to decide what further action to take.
105. There is a difference between safeguarding girls who have suffered or are likely to suffer significant harm and those who are in need of additional support in the form of early help from one or more agencies. If there is room for doubt as to whether a referral should be made, the DSL may consult with professionals via the SPA without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the SPA will be made immediately.
106. It is important to note that although decisions to support a girl in need would normally be taken in consultation with parents and pupils, there is no need for their consent where there are reasonable grounds to believe that a girl is at risk of significant harm.

Safeguarding concerns and allegations of abuse made against teachers and other staff who may pose a risk of harm to children

107. Staff members must immediately report a concern that a teacher or member of staff (including temporary / supply staff and volunteers, the Head and the DSLs), has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or been involved in an incident outside of a setting which did not involve children but could impact on their suitability to work with children

Whilst some behaviours may not constitute a criminal offence, and some may not reach the threshold of significant harm, consideration will need to be given as to whether they may indicate unsuitability to work with children. These include concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual;
 - 'grooming' i.e. meeting a child under 16 with intent to commit a relevant offence;
 - other 'grooming' behaviour giving rise to concerns of a broader child protection nature e.g. inappropriate text/ e-mail messages or images, gifts, socialising etc;
108. A concern should be reported **immediately** to the Head or, in his absence, to the Chair of Governors, (contact School Office 01483 575101). If the concern involves the Head, it should be reported to the Chair of Governors (contact as above).
109. The governing body ensures there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

Concerns including allegations that may meet the harms test should be addressed as set out in Part four KCSIE 2020

110. When informed of a concern or allegation, the Head/Chair of Governors will not investigate the matter or interview the member of staff, child concerned or potential witnesses without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. Instead, he/she will:
- obtain written details of the concern/allegation, signed and dated by the person receiving (not the child/adult making the allegation);
 - countersign and date the written details;
 - record any information about times, dates and location of incident(s) and names of any potential witnesses;
 - record discussions about the child and/or member of staff, any decisions made, and the reasons for those decision.
111. Within one working day, and as part of their mandatory duty, contact will be made with the local authority designated officer (LADO: 0300 123 1650) to discuss any allegation, to consider the nature, content and context of the allegation and to agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the girl/girls agreed. GDPR will not stand in the way of safeguarding children. If an allegation requires immediate attention, but is received outside normal office hours, the Head/ Chair of Governors should consult the Children's Services Emergency Duty Team or the local police and inform the LADO as soon

as possible. In borderline cases, discussions with the LADO may be held informally and without naming the school or individual.

112. Where an allegation is against the Head, he must not be informed of the allegation prior to contact with the Chair of Governors and the LADO.
113. Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will also be referred to the police. The School recognises the importance of acting both quickly and fairly, and of striking a balance between the need to protect girls from abuse and the need to protect staff and volunteers from false or unfounded allegations. A School employee who is the subject of an allegation may be asked to take leave of absence or may be suspended pending the outcome of an investigation; however, careful consideration will be given to the possibility of implementing alternative arrangements until the case is resolved and due weight will be given to the views of the LADO, *KCS/E* and *WT* when making a decision about suspension. All options to avoid suspension will be considered prior to taking this step.
114. Individuals who are subjects of allegations will be supported fully to manage the stress inherent within the allegation process. They will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by children's social care or the police. The individual would be advised to contact their trade union representative, if they have one, or a colleague for support.
115. If suspended, the member of staff would be provided with a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support might be appropriate. Particular care would be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends would not be prevented unless there were evidence to suggest that such contact would be likely to be prejudicial to the gathering and presentation of evidence.
116. If an allegation is made, the School will make every effort to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated or considered up to the point where the accused person is charged with an offence or the DfE/ Teaching Regulation Agency (TRA) publish information about an investigation or decision in a disciplinary case arising from the allegation. Apart from keeping the child, parents and accused person up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes.
117. Tormead will report promptly to the DBS anyone (whether employed, contracted, a volunteer or a student) whose services are no longer used for regulated activity who has met the criteria for DBS referral: that is, they have caused harm, or posed a risk of harm, to a child.
118. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract

working, a course of initial teacher training, or volunteering. Reports will include as much evidence about the circumstances of the case as possible. The School is aware that failure to make a report when required constitutes an offence. 'Compromise agreements' will not be used to prevent a referral being made to the DBS when it is legally required, nor will an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

119. Tornead will also consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA will be sought from the TRA website and *Teacher misconduct: the prohibition of teachers (October 2018)*.
120. Further details regarding the management of allegations can be found in Part Four of *KCSIE* and the Surrey Safeguarding Children Partnership Procedures Manual, both of which outline the process and timescales to be followed.

Supply teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Complaints/ allegations made against girls

121. If an allegation involves a girl this must be reported to a DSL as soon as possible and certainly within 24 hours. The School recognises the importance of striking a balance between the need to protect girls from abuse and the need to protect other girls from false or unfounded allegations and in these situations all girls involved will be treated as 'at risk'; a girl who is the subject of an allegation may therefore be asked to take leave of absence or may be suspended pending the outcome of investigation. In a case where one girl is deemed to be at risk from another the girls may be required to remain separate from one another to safeguard the interests of both parties. The DSL will decide on the best course of action in dealing with the case, seeking the advice of the SSCP (and potentially other local agencies) as she/he deems necessary, particularly if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. She will then take any necessary steps to protect and support all the children involved, taking their wishes fully into account.

Monitoring and Review

122. The Lead DSL will monitor the operation of this policy as well as its procedures and their implementation; these will be reviewed at least annually as per the review programme in consultation with the Governing Body. Any deficiencies or weaknesses will be dealt with without delay once identified. The policy will also be updated whenever there are updates to *KCSIE*.
123. The Governing Body will ensure that a designated governor, who has received appropriate training, acts as its champion for child protection. The designated governor will report to a full council meeting on a termly basis. The Governing Body will ensure that the school contributes to inter-agency working in line with *Working Together to Safeguard Children* through effective implementation of the child protection policy and procedures as well as effective communication and good cooperation with local agencies. Evidence used to review the policy and its implementation might cover training records; referral information in respect of requests for help and support for individual children; issues and themes which may have emerged in the school and how these have been handled; the contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters. Minutes should therefore be sufficiently detailed to demonstrate both breadth and depth of the review.

Date of Last Review: 9 December 2020

By Resolution of the Governing Body:

MRS R HARRIS
Chair of Governors

MR BOYD
Head

9 December 2020



APPENDIX 1: Useful Contacts

Within Tormead

Designated Safeguarding Lead *with ultimate lead responsibility*:

Miss Marie Langlet, Assistant Head: Wellbeing
(external: 01483 510997; internal 267)

Deputy Designated Safeguarding Leads:

Miss Penny Borgonon, Pupil Support Officer
(external 01483 796076; internal 257)

Mr Tony Breslin, Assistant Head of Sixth Form
(external: 01483 575101; internal 212)

Mrs Nicola Fry, Junior School Deputy Head
(also Deputy Designated Safeguarding Lead for EYFS)
(external: 01483796073; internal 201)

Miss Salaidh Insch, Junior School Director of Studies
(also Designated Safeguarding Lead for EYFS)
(external: 01483 796073; internal 254)

Mrs Michelle O'Brien, Director of External Relations
(external: 01483 796051; internal 232)

Mrs Louise Whitaker, Head of Year 7
(external: 01483 796054; internal 235)

E-safety Coordinator:

Mrs Serafina Culhane, Head of Digital Learning
(external: 01483 510986; internal: 281)

Governors:

Mrs Rosie Harris, Chair of Governors
(contact School Office 01483 575101)

Dr Caroline Kissin, Designated Governor for Safeguarding
(contact School Office 01483 575101)

Mrs Anne Geary, Deputy Designated Governor for Safeguarding & Designated Governor for Online Safety
(contact School Office 01483 575101)

External Agencies

For concerns and referrals (Monday - Friday 9.00am - 5.00pm)

Surrey Children's Single Point of Access (SPA)

Tel: 0300 470 9100

Email: @surreycc.gov.uk cspa@surreycc.gov.uk

For out of hours referrals

Surrey Emergency Duty Team

Tel: 01483 517898

For advice and support (Monday - Friday 9.00am - 5.00pm)

Schools and Early Years Child Protection Consultation Line

Tel: 0300 470 9100

For reporting allegations against staff (Monday - Friday 9.00am - 5.00pm)

LADO Service

Tel: 0300 123 1650

Email: LADO@surreycc.gov.uk

Police

Tel: 101 (non-urgent) or 01483 571212 (Surrey Police)

Tel: 999 (emergency)

NSPCC

Tel: 0808 8005000

<http://www.nspcc.org.uk/>

NSPCC Whistleblowing Helpline

Tel: 0800 028 0285 (8:00am to 8:00pm Monday to Friday)

Email: help@nspcc.org.uk

Surrey Counter-Terrorism Security Advice

Tel: 01483 639671

Email: ctsa@surrey.pnn.police.uk

Surrey Prevent Supervisor – Claire McDonald

Tel: 01483 632982 or 07795 043842

Email: claire.McDonald@surrey.pnn.police.uk

preventreferrals@surrey.pnn.police.uk

Surrey Prevent PC – Charles Harris

Tel: 01483 631565 or 07967 988988

Email: charles.harris@surrey.pnn.police.uk

DfE Non-Emergency Advice Regarding Extremism

[Tel: 0207 340 7264](tel:02073407264)

Email: counter.extremism@education.gov.uk

Early Help Coordination Hubs

South West Hub (Guildford and Waverley)

Tel: 01483 519722

South East Hub (Tandridge, Reigate & Banstead, Mole Valley)

Tel: 01737 733944

North East Hub (Spelthorne, Elmbridge, Epsom & Ewell)

Tel: 01372 833133

North West Hub (Runnymede, Woking, Surrey Heath)

Tel: 01932 795522

Domestic Abuse Outreach Services

East Surrey (Reigate and Banstead, Mole Valley and Tandridge)

Tel: 01737 771350

Your Sanctuary (Woking, Runnymede and Surrey Heath)

Tel: 01483 776822

North Surrey (Epsom and Ewell, Elmbridge, and Spelthorne)

Tel: 01932 260690

South West Surrey (Guildford and Waverley)

Tel: 01483 898884

TRA

<https://www.gov.uk/government/organisations/teaching-regulation-agency>

DBS

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

APPENDIX 2: The Types And Signs Of Abuse

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

The following may be indicators of physical abuse:

- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury;
- Unexplained delay in seeking treatment;
- The parents / carers are uninterested or undisturbed by an accident or injury;
- Parents are absent without good reason when their child is presented for treatment;
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury);
- Family use of different doctors and A&E departments;
- Reluctance to give information or mention previous injuries.

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 violence, 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

The following may be indicators of sexual abuse:

- Inappropriate sexual conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self-mutilation and suicide attempts;
- Involvement in sexual exploitation or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for - e.g. sports events (but this may be related to cultural norms or physical difficulties).
- Pain or itching of genital area;
- Blood on underclothes;
- Pregnancy in a younger girl where the identity of the father is not disclosed;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted infections, presence of semen on vagina, anus, external genitalia or clothing.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless 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 exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, 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.

The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Scapegoated within the family;
- Frozen watchfulness, particularly in preschool children;
- Low self esteem and lack of confidence;
- Withdrawn or seen as a 'loner' - difficulty relating to others.

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

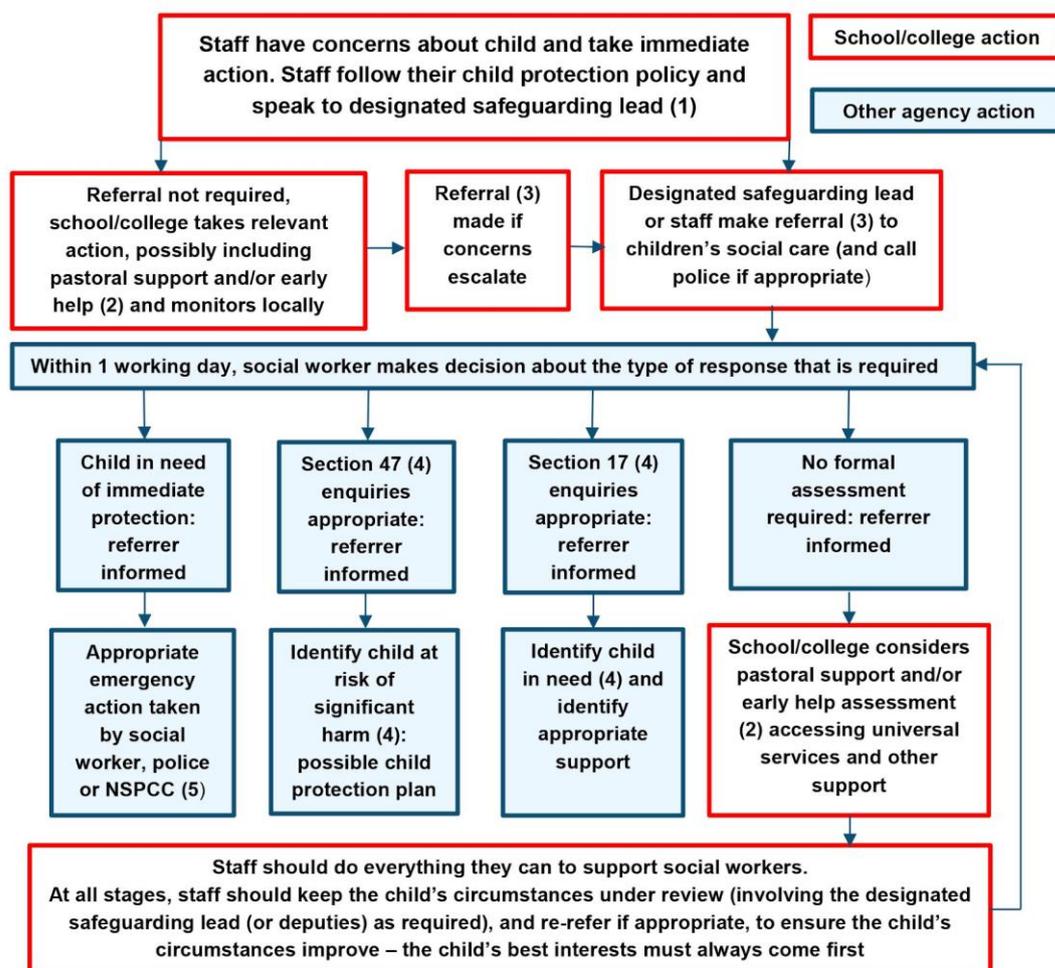
The following may be indicators of neglect:

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

APPENDIX 3: Action To Be Taken

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child’s welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

1. In cases which also involve an allegation of abuse against a staff member, see Part Four of *KCSIE*.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children
4. This could include applying for an Emergency Protection Order (EPO).

APPENDIX 4: Specific Safeguarding Issues

The following lists of indicators for specific safeguarding issues 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 abuse. Please also refer to Annex A of KCSIE for further information.

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

Signs include:

- going missing from home or school
- regular school absence/truancy
- 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
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- 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 or criminal exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- going missing for periods of time or regularly coming home late
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress, changes in emotional wellbeing
- 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.

The government provide: Child sexual exploitation: guide for practitioners

Female Genital Mutilation (FGM)

Circumstances and occurrences that may point to FGM happening are:

- girl talking about getting ready for a special ceremony
- family taking a long trip abroad
- girl's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistani, Indonesian and Pakistani)
- knowledge that the child's sibling has undergone FGM
- girl talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a girl has undergone FGM:

- prolonged absence from school and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure

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 violence 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; 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 considered a violation of human rights and may be a form of domestic and/or sexual abuse

Radicalisation, Extremism and Terrorism

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.

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.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / 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 student / 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 student / 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 – students / 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 violence 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.

Preventing radicalisation

Channel is a voluntary, confidential support programme 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 programme is entirely voluntary at all stages.

The current threat level in the UK is 'severe' while the current threat for Surrey is 'low'.

Child Sexual Violence & Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Sexual violence and sexual harassment can be between two children, or a group of children. Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. Children with SEND are likely to be more vulnerable.

- Sexual violence refers to rape, assault by penetration or sexual assault.
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or displaying photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (Note - this list is not exhaustive).

Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent. When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered.

Responding to a Disclosure

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

All staff are trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further.

- Recognising a child is likely to disclose to someone they trust: this could be **anyone** on the school or college staff.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Recording the report by immediately writing up a thorough summary.
- Only recording the facts as the child presents them.
- Where the report includes an online element, the key consideration is for staff not to view or forward illegal images of a child.
- If possible, managing reports with two members of staff present, (preferably one of them being the DSL or a deputy). However, this might not always be possible.
- Informing the DSL (or deputy), as soon as practically possible, if she is not involved in the initial report.

Risk Assessment

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

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

Risk assessments will be recorded (written or electronic) and kept under review. At all times, Tormead will be actively considering the risks posed to all the girls and putting adequate measures in place to protect them and keep them safe.

The DSL will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The risk assessment above is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform Tormead's approach to supporting and protecting its girls and updating its own risk assessment.

Action following a Report of Sexual Violence and/or Sexual Harassment

The DSL is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;

- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context.

There are four likely routes to consider when managing a report of sexual violence or sexual harassment:

- Managing internally
- Early help
- Referrals to children's social care
- Reporting to the police

As always when concerned about the welfare of a child, all staff will act in the best interests of the child. **Immediate** consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). The starting point regarding any report will always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'. Where an incident between two pupils takes place away from the school, the school's duties remain the same.

In all cases, Tormead will follow general safeguarding principles as well as guidance set out in Part Five of KCSIE.

APPENDIX 5: Further Information

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites.

Schools and colleges can also access government guidance as required on the issues listed below via the GOV.UK and other government websites.

- [bullying including cyberbullying](#)
- [Channel Guidance \(Prevent\)](#) – and Annex A
- [children missing education](#) – and Annex A
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A
- [domestic abuse](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A
- [forced marriage](#) - and Annex A
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [NSPCC- UK domestic abuse Signs Symptoms Effects](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [relationship abuse](#)
- [safeLives: young people and domestic abuse](#)
- [sexting](#)
- [trafficking](#)

Annex A of *KCSIE* contains important additional information about specific forms of abuse and safeguarding issues.

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

HYPERLINK "<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>"

Additional advice and support

Abuse

[What to do if you're worried a child is being abused](#) – DfE advice

[Domestic abuse: Various Information/Guidance](#) - Home Office (HO)

[Faith based abuse: National Action Plan](#) - DfE advice

[Relationship abuse: disrespect nobody](#) - Home Office website

Bullying

[Preventing bullying including cyberbullying](#) - DfE advice

[Preventing and Tackling Bullying](#), DfE advice

Children missing from education, home or care

[Children missing education](#) - DfE statutory guidance

[Child missing from home or care](#) - DfE statutory guidance

[Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

[National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

[Trafficking: safeguarding children](#) - DfE and HO guidance

Drugs

[Drugs: advice for schools](#) - DfE advice

[Drug strategy 2017](#) - Home Office strategy

[Information and advice on drugs](#) - Talk to Frank website

[ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#) - Website by Mentor UK

"Honour Based Abuse" (so called)

[Female genital mutilation: information and resources](#)- Home Office guidance

[Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance

Health and Wellbeing

[Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England

[Medical-conditions: supporting pupils at school](#) - DfE statutory guidance

[Mental health and behaviour](#) - DfE advice

Homelessness

[Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

Online (see also Annex D)

[Sexting: responding to incidents and safeguarding children](#) - UK Council for Internet Safety

Private fostering

[Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

[Prevent duty guidance](#) - Home Office guidance

[Prevent duty: additional advice for schools and childcare providers](#) - DfE advice

[Educate Against Hate website](#) - DfE and Home Office advice

[Prevent for FE and Training](#) - Education and Training Foundation (ETF)

Upskirting

[Upskirting know your rights](#) – UK Government

Violence

[Gangs and youth violence: for schools and colleges](#) - Home Office advice

[Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance

[Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice

[Serious violence strategy](#) - Home Office Strategy