

Gordon's School Child Protection and Safeguarding Policy

September 2022

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SURREY

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Safeguarding Statement 2022

'Safeguarding is Everyone's Business'

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

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

The purpose of this policy is to provide staff, volunteers and Governors/Proprietors/Management Committee with the framework they need in order to keep children safe and secure in our setting. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Key Personnel

Designated Safeguarding Lead (DSL) is: Clair Gill
Contact details: cgill@gordons.school

Deputy DSL(s) is/are: Susan Forster
Contact details: sforster@gordons.school

The nominated Safeguarding Governor is: Jane Valner
Contact details: chair@gordons.school

The Headteacher/Principal is: Andrew Moss
Contact details: head@gordons.school

The Chair of Governors/Proprietor/ Management committee is: Jane Valner
Contact details: chair@gordons.school

Terminology

Safeguarding and promoting the welfare of children is defined as:

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

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

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

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

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

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

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

MAP refers to the Surrey Multi-Agency Partnership.

C-SPA refers to the Children's Single Point of Access.

DSL where appropriate also refers to Deputy Designated Safeguarding Lead (DDSL)

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended).

All action taken by Gordon's School will be in accordance with:

Statutory, national, and local guidance – this includes:

- [Working Together to Safeguard Children \(2018\)](#) which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of settings.

- [‘What to do if you are Worried a Child is Being Abused’ 2015 - Advice for Practitioners](#)
- [Keeping Children Safe in Education \(KCSIE, 2022\)](#) is statutory guidance issued by the Department for Education (DfE) which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- [Local Guidance from the Local Safeguarding Partnership: Surrey Safeguarding Children Partnership \(SSCP\) including SSCP Procedures..](#)

This policy applies to all members of staff and Governors/Proprietors/Management Committee in the setting.

Guidance and documents referred to in this policy:

- [Surrey Safeguarding Children Partnership protocols, guidance and procedures](#)
- [Working Together to Safeguard Children 2018](#)
- [Keeping children safe in education 2022](#)
- [Disqualification under the Childcare Act 2006 \(updated 2019\)](#)
- [FGM Act 2003 Mandatory Reporting Guidance 2015 \(updated January 2020\)](#)
- [‘What to do if you are worried a child is being abused’ 2015](#)
- [Teachers' standards](#)
- [Information sharing advice for safeguarding practitioners](#)
- [The Equality Act 2010](#)
- SCC Safeguarding Children Missing Education (CME) and Educated Other Than at School (EOTaS) – available on [Surrey Education Services \(Education Safeguarding Team Resources Hub\)](#)
- SCC Touch and The Use Of Physical Intervention When Working With Children And Young People – available on [Surrey Education Services \(Education Safeguarding Team Resources Hub\)](#)

This policy should be read in conjunction with the following policies:

- Recruitment
- Whistleblowing & Managing Allegations
- Code of Conduct
- Behaviour
- Safe Use of Technology
- Student Attendance (including missing student protocol).
- Health & Safety

Equalities Statement

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include: Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under Gordon's School equality statement and measurable objectives. These are available on our website.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy.

Gordon's School also adheres to the principles of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

Policy Aims

The aims of these procedures are:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the setting and ensure that safeguarding follows a whole setting approach.
- Clarifying safeguarding expectations for members of the setting's community, staff, Governing body/Proprietor/Management Committee, children, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with children, parents/carers, and other agencies in the Surrey Safeguarding Childrens Partnership.

Policy Principles and Values

- The welfare of the child is paramount
- Maintain an attitude of "It could happen here"
- Maintain a "zero-tolerance" approach to sexual violence and sexual harassment.
- Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
- All children have a right to be protected from harm and abuse.
- All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the setting or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- Whilst we will work openly with parents/carers as far as possible, we reserve the right to contact social care or the police, without notifying parents/carers if this is believed to be in the child's best interests.
- We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

Supporting Children

Gordon's School will support all children:

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

Promote a caring, safe and positive environment within the setting.

Encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the setting community.

Ensure children are taught to understand and manage risk through Personal, Social, Health and Economic (PSHE) education and Relationship and Sex Education (RSE) and Health Education through all aspects of setting life, including staying safe online.

Respond sympathetically to any requests for time out to deal with distress and/or anxiety.

Offer details of helplines, counselling, or other avenues of external support.

Liaise and work in partnership with other support services and agencies involved in early help and the safeguarding of children.

Notify social care without delay if there is an immediate risk of significant harm.

Provide continuing support to children about whom there have concerns and who leave the setting by ensuring that information is shared confidentially with the child's new setting. The setting will ensure records are forwarded as a matter of priority and within statutory timescale.

The setting recognises it plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Gordon's School will:

Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

Include regular consultations with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they feel safe in the setting.

Ensure that all children know they can access a trained adult in the setting whom they can approach if they are worried or in difficulty.

Include safeguarding across the curriculum, including PSHE opportunities which equip children with the skills they need to keep themselves and others safe, including online and to know to whom they should turn to for help. It is also recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special education needs or disabilities.

Provide preventative education by creating a culture of zero tolerance for sexism, misogyny/ Misandry, homophobia, biphobia and sexual violence and sexual harassment.

Ensure all staff are aware of the setting's guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Professional expectations, roles, and responsibilities

Role of the setting

The setting will ensure that:

The setting operates safer recruitment procedures in line with KCSIE 2022 which includes statutory checks on the suitability of staff to work with children.

All staff receive information about the setting safeguarding arrangements, the setting's safeguarding statement, staff behaviour policy (code of conduct), Safeguarding and Child Protection policy, the role and names of the Designated Safeguarding Lead (DSL) and their deputy Designated Safeguarding Lead (DDSL), and [Keeping Children Safe in Education 2022 part 1 and annex A & B](#). All staff will sign to say they have read and understood it. This applies to the Governing body/Proprietor/Management Committee in relation to part 2 of the same guidance.

All staff receive safeguarding and child protection training (including online safety) at induction in line with advice from [SSCP](#). Training is regularly updated as required, and at least annually to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All members of staff are trained in and receive regular updates in online safety and reporting concerns.

All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.

All staff and Governors/Proprietors/Management Committee have regular safeguarding and child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The Safeguarding and Child Protection Policy is made available via the setting website and a paper copy is available upon request for parents/carers.

All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures

Provide a coordinated offer of early help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.

The setting's lettings arrangements will seek to ensure the suitability of adults working with children on the setting site at any time and ensure that any groups who use the setting's premises have Safeguarding and Child Protection policies and procedures in place.

Community users organising activities for children are aware of the setting's Safeguarding and Child Protection Policy, guidelines and procedures.

The name of the designated members of staff for safeguarding and child protection, the DSL and DDSL(s), are clearly advertised in the setting.

All Staff will:

Maintain an attitude of "It could happen here" with regards to safeguarding.

Understand that safeguarding is "everyone's responsibility".

Maintain a "zero-tolerance" approach to sexual violence and sexual harassment.

Read and understand Part 1 of statutory guidance KCSIE (2022). Those working directly with children will also read Annex A and B.

In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the DSL.

Know who and how to contact the DSL and DDSL, the Chair of Governors and the Governor responsible for safeguarding.

Be aware of indicators of abuse and neglect understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:

- who may need a social worker and may be experiencing abuse or neglect
- requiring mental health support
- may benefit from early help
- where there is a radicalisation concern
- where a crime may have been committed

Provide a safe environment in which children can learn.

Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

Ensure children know that there are adults in the setting who they can approach if they are worried or have concerns.

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

Ensure only appropriately trained professionals 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.

Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Safeguarding and Child Protection Policy and procedures.

Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

Attend training in order to be aware of and alert to the signs of abuse and neglect.

Know how to respond to a child who discloses harm or abuse following training of 'Working Together to Safeguard Children' (2018), and 'What to do if you are worried a child is being abused' (2015).

Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a DDSL should be informed.

Be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their DDSL is not available.

Follow the allegations procedures, as set out in this policy and KCSIE 2022, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contactor.

Report low-level concerns (as defined in KCSIE 2022) about any member of staff/supply staff/volunteer or contractor to the DSL.

Provide support for children subject to early help, child in need or child protection and be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Notify the DSL or their DDSL of any child on a child protection plan or child in need plan who has unexplained absence.

Understand early help and be prepared to identify and support children who may benefit from early help. Liaise with other agencies that support children and provide early help.

Be aware that children may not feel ready or know how to explain to someone they are being abused, exploited, or neglected, and/or they may not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The Headteacher/Principal:

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

The setting fully contributes to inter-agency working in line with Working Together to Safeguard Children (2018) guidance.

The Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff.

That the setting has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.

That the setting's staff have appropriate knowledge of KCSIE (2022) part 5.

That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is the case. Comprehensive records of all allegations are kept.

All staff are aware of the role of the DSL, including the identity of the DSL and any DDSL's.

Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to setting staff on safeguarding and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.

Opportunities are provided for a co-ordinated offer of early help when additional needs of children are identified.

That DDSLs are trained to the same standard as the DSL and the role is explicit in their job description.

Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.

Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Child-centred systems and processes are in place for children to express their views and give feedback.

All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.

Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online

That allegations or concerns against staff and other adults are dealt with in accordance with guidance from the DfE, SSCP and Surrey County Council (SCC).

That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

Record low-level concerns in cases which concern a member of staff/supply staff/contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

The Designated Safeguarding Lead:

(Duties are further outlined in KCSIE (2022, Annex C)

Details of the DSL and DDSL are available on the Gordon's School website, in reception and in all houses.

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

Hold the lead responsibility for safeguarding and child protection (including online safety) in the setting, this responsibility is not able to be delegated.

Liaise with the Surrey Country Council and residential students home local authorities, as appropriate, and work in partnership with other agencies in line with Working Together to Safeguard Children (2018).

Where necessary contact Surrey's Child Protection Consultation Line for advice and support (0300 470 9100 option 3).

Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the C-SPA, and act as a point of contact and support for setting staff. Requests for support should be sent securely by email to cspa@surreycc.gov.uk using the [Request for Support Form](#) urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).

Report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the [Prevent referral form](#) to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey. The DfE has also set up a dedicated telephone helpline for staff and Governors/Proprietors/management committees to raise concerns around Prevent (020 7340 7264).

Refer cases where a crime may have been committed to the Police as required. NB: NPCC- [When to call the police](#) should help DSLs understand when they should consider calling the Police and what to expect when they do.

Liaise with the "case manager" and Local Authority Designated Officer (LADO) for child protection concerns in cases which concern a member of staff/supply staff/contractor or a volunteer.

Follow relevant DfE guidance and KCSIE 2022 on 'Child on Child abuse' when a concern is raised that there is an allegation of a child abusing another child within the setting.

When there has been a report of sexual violence, make an immediate risk and needs assessment. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.

Be available during term time (during setting hours) for staff in setting to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the setting leadership for any out of hours/term activities.

Act as a source of support and expertise in carrying out safeguarding duties for the whole settings community.

Ensure that the names of the DSL and DDSL, are clearly advertised, with a statement explaining the setting's role in referring and monitoring cases of suspected abuse.

Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.

Access training and support to ensure they have the knowledge and skills required to carry out the role.

Have a secure working knowledge of SSCP procedures and understand the assessment process for providing early help and statutory intervention, in line with [Surrey's Effective Family Resilience levels of need document](#).

Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.

Have a working knowledge of how Surrey Country Council conduct an initial child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Understand the lasting impact that adversity and trauma can have, including on the children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

Understand and support the settings delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.

Liaise with setting staff (especially pastoral support, behaviour leads, settings health colleagues and the SENDCO) on matters of safety and safeguarding and consult Surrey's Effective Family Resilience document to inform decision making and liaison with relevant agencies.

Be alert to the specific needs of children in need, those with Special Educational Needs and Disability (SEND) and young carers.

Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online at the setting; in particular

understand the additional risks that children with SEND face online and the associated and appropriate support they require.

DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.

Work with the Headteacher/Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at the setting.

Keep up to date, detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.

Ensure that an indication of the existence of the additional safeguarding/child protection file is marked on the child's main file record.

Ensure that when a child transfers setting (including in-year), their safeguarding/child protection file is passed to the new setting as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

If the transit method requires that a copy of the safeguarding/child protection file is retained until such a time that the new setting acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.

Ensure that where a child transfers to a setting and is on a child protection plan, child in need plan or is a child looked after, their information is passed to the new setting immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency settings transition meeting if the case is complex or on-going.

Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.

Report to the Headteacher/Principal any significant issues for example, use of [Surrey's FaST Resolution Process](#) enquiries under section 47 of the Children Act 1989 and Police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the [Statutory guidance - PACE Code C 2019](#).

Ensure that the case holding social worker is informed of any child currently with a child protection plan who is absent without explanation.

Organise safeguarding and child protection induction, regularly updated training and a minimum of annual updates (including online safety) for all setting staff, keep a record of attendance and address any absences.

Ensure each member of staff has access to, and understands, the settings Safeguarding and Child Protection policy procedures, especially new and part-time staff.

Ensure that in collaboration with the setting leadership and Governors/Proprietors/Management Committee, the Safeguarding and Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.

Ensure that the Safeguarding and Child Protection Policy is available publicly and that parents/carers know that referrals about suspected abuse or neglect may be made and the role of the setting in this.

Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and leadership staff.

Establish and maintain links with the SSCP to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

Contribute to and provide, with the Headteacher/Principal and Chair of Governors/Proprietor/Management Committee, the biennial (s157 s175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via The Virtual College – ENABLE to Surrey County Council.

The Deputy Designated Safeguarding Lead(s):

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

Be trained to the same standard as the DSL and the role is explicit in their job description.

Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.

In the absence of the DSL, carry out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the DDSL will assume all of the functions of the DSL.

The Governing Body/Proprietor/Management Committee

All members of The Governing Body understand and fulfil their responsibilities to ensure that:

There is a whole setting approach to safeguarding, involving everyone in the setting and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development.

A nominated governor for safeguarding is identified.

Governing bodies/Proprietors/Management Committees should ensure that all members receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in

place in the setting are effective and support the delivery of a robust whole setting approach to safeguarding. Training should be regularly updated.

The child's wishes and feelings are considered when determining what action to take and what services to provide.

The setting has effective safeguarding policies and procedures including a Safeguarding and Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.

Policies are consistent with SSCP and statutory requirements, are reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt and that the Safeguarding and Child Protection policy is available on the setting website.

The SSCP is informed in line with local requirements about the discharge of duties via the Biennial (s 157 s 175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via The Virtual College – ENABLE to Surrey County Council.

Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks.

Staff have been trained appropriately and this is updated in line with guidance and all staff have read KCSIE (2022) part 1, Annex A & B. Additionally, there are mechanisms in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

Ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, is integrated, aligned, and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning.

Considering the above training requirements, Governing bodies should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children.

All staff including temporary staff/supply staff, volunteers and contractors are provided with the setting's Safeguarding and Child Protection policy and the staff code of conduct.

Take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

The setting has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have, had they not resigned.

Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or low-level concerns as defined in KCSIE 2022.

A member of the senior leadership team has been appointed by the Governing body as the DSL who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.

That on appointment, the DSL and DDSL undertake interagency training (SSCP Foundation Modules 1 and 2) and also initially undertake DSL 'New to Role' with 'Refresher' training at least every two years as well as attending DSL network events, to refresh knowledge and skills.

Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through PSHE and RSE.

Alongside the setting Governors will regularly review the effectiveness of filtering and monitoring systems in place to safeguard children online.

Ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The setting will comply with DfE and the Surrey County Council Policy Guidance for Safeguarding Children Missing Education and Education Other Than at School.

Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.

Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2022 Annex C.

Enhanced DBS checks (without barred list checks unless the governor is also a volunteer at the setting) are in place for all Governors.

Ensure section 128 checks are undertaken as defined in KCSIE 2022.

Ensure where Governing bodies hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

Confidentiality, Sharing and Withholding Information

All matters relating to safeguarding and child protection will be treated as confidential and only shared as per the ['Information Sharing Advice for Practitioners' \(DfE 2018\) guidance](#). The setting will refer to the guidance in the [Data protection: toolkit for schools](#) to support setting with data protection activity, including compliance with General Data Protection Regulation (GDPR).

Information will be shared with staff within the setting who 'need to know'.

Relevant staff have due regard to GDPR principles which allow them to share (and withhold) information.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the [Data Protection Act 1998](#) and GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a

lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff will always endeavour to gain parent/carers consent to refer a child to social care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Reporting and responding to safeguarding concerns

The following procedures apply to all staff working in the setting and will be covered in training to enable staff to understand their role and responsibility.

The aim of the procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

Make an initial record of the information related to the concern as soon as possible, via email to the Gordon's Safeguarding Team, including details of:

- Date
- Time
- Place
- Who was present
- Context
- Details of disclosure/concern (using the child's words)
- Demeanour/non-verbal behaviours of the child
- Any injuries
- Rationale for decision making
- Actions taken

Report it to the DSL immediately.

The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

The records must be signed and dated by the author or / equivalent on electronic based records

In the absence of the DSL or DDSL, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for immediate significant harm or contact the consultation line at the C-SPA for support and advice.

Following a report of concerns the DSL must:

Using the Effective Family Resilience of Levels of Need document decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the C-SPA and the Police if it is appropriate.

The setting should try to discuss any concerns about a child's welfare with the parent/carer and where possible obtain their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impede a Police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the Police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the Police may need to conduct a criminal investigation. The child's views should also be considered.

If it is suspected that a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA consultation line to discuss concerns.

When a child needs urgent medical attention and there is suspicion of abuse the DSL should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents/carers, remembering that parents/carers should normally be informed that a child requires urgent hospital attention.

The exception to this process will be in those cases of known FGM where there is a [mandatory reporting duty](#) for the teacher to report directly to the Police where they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe 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 that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth.

The DSL should also be made aware.

Dealing with safeguarding concerns

All staff:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the setting premises at the time and have concerns about sending a child home.

Guiding principles

- Receive
- Reassure
- Respond
- Report
- Record
- Remember
- Review (by the DSL)

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If they believe that the concern has not been acted upon appropriately, they should inform the Headteacher or Safeguarding Governor or contact the C-SPA for advice.

Safeguarding concerns and allegations made about staff, including supply teachers, volunteer and contractors

[Surrey's LADO procedure](#) will be followed where it is alleged that anyone working in the setting that provides education for children under 18 years of age, including supply staff, volunteers and contractors or another adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of the setting, that might make an individual unsuitable to work with children, this is known as transferable risk.

In dealing with allegations or concerns against an adult, staff must without delay:

Report any concerns to the Headteacher immediately.

If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.

There may be situations when the Headteacher/Chair of Governors will want to involve the Police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Headteacher/Chair of Governors they will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO or Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.

Following consultation with the LADO inform the parents/carers of the allegation unless there is a good reason not to.

In liaison with the LADO, the setting will determine how to proceed and if necessary, the LADO will refer the matter to Social Care and/or the Police.

If the matter is investigated internally, the LADO will advise the setting to seek guidance in following procedures set out in part 4 of KCSIE (2022) and the SSCP procedures.

Low-level concerns

The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the setting may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the setting’s values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

The setting creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

Reports should be made to the DSL in a timely manner. If the DSL has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

What is child abuse?

The following definitions are taken from Working Together to Safeguard Children (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to Surrey’s [Effective Family Resilience and Levels of Need document](#).

Forms of abuse and neglect

Abuse: 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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: 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

Emotional abuse: 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.

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

Neglect: 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 setting use the [Graded Care Profile 2](#) tool to support better identification and intervention in cases of neglect.[Please delete if a member of staff is not trained in the tool]. The Surrey [Neglect Risk Assessment Tool](#) is used to support with the initial identification of neglect.

For further information on indicators of abuse can be accessed via [NSPCC](#).

Sexual violence and sexual harassment between children in the setting

Child-on-Child Abuse

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or 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 find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. 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 reassured that they are being taken seriously and that they will be supported and kept safe.

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, adults, and setting staff are supported and protected as appropriate.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) [UKCIS guidance: Sharing nudes and semi-nudes advice for education settings](#)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We believe that all children have a right to attend our setting and learn in a safe environment. Children should be free from harm by adults and other children in Gordon’s School.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2022).

We are clear that sexual violence and sexual harassment is not acceptable.

We will minimise the risk of child-on-child abuse by:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.

Prevention

- Taking a whole setting approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the setting’s behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Responding robustly to reports of sexual violence and sexual harassment

Children making any report of sexual violence or sexual harassment including “upskirting” (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported.

If the report includes an online element staff will be mindful of the [Searching, screening and confiscation at school](#) guidance. The key consideration is for staff not to view or forward illegal images of a child. The guidance provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection

Risk Assessment

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the setting.
- The victim and the alleged perpetrator sharing classes and space at setting.
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the setting's approach to supporting and protecting children.

Support regarding risk assessments can be accessed from the [Surrey Education Services Education Safeguarding Team Resources Hub](#).

Action:

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the setting should not be downplayed and should be treated equally seriously. 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. It is important to explain that the law is in place to protect children rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

The DSL will consider:

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks to victim, other children, adult students, or staff.
- Other related issues or wider context.

Confidentiality:

The victim may ask the setting not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

Options:

- Manage internally
- Early help intervention
- Request for support to the C-SPA
- Report to the Police (generally in parallel with a request for support to the C-SPA)

All concerns, discussions, decisions and reasons for decision will be recorded electronically on CPOMS.

Ongoing Response:

- The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and social care.
- Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, settings should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on the setting premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the setting will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same setting would seriously harm the education or welfare of the victim (and potentially themselves and other children).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the setting will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the setting, the Headteacher/Principal should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on setting premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and any other children and adults affected will receive appropriate support and safeguards on a case-by-case basis.
- The setting will take any disciplinary action against the alleged perpetrator in accordance with the setting behaviour policy.
- The setting recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The setting will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- The setting recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.

Physical Abuse

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

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

The principles from the anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context.

The settings response to HSB: Please see Appendix 1.

Anti-Bullying/Cyberbullying

Our setting's policy on anti-bullying is set out in a separate detailed policy which can be located on the schools website. It includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).

We keep a record of known bullying incidents which is shared with and analysed by the Governing body. All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual or Transgender (LGBT) are more susceptible to being bullied/victims of child abuse.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying

procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures.

PSHE education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help settings counter homophobic, biphobic and transphobic bullying and abuse.

Safety/Cybercrime

The setting has a safer use of technology policy, which is available on the website, which empowers us to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The setting also has a clear policy on the use of mobile and smart technology.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk, content, contact, conduct and commerce.

Children are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The setting's online safety co-ordinator is Paul King.

The setting will follow the guidance around [harmful online challenges and online hoaxes](#) when supporting children and sharing information with parents/carers.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL will consider a referral into the [Cyber Choices](#) programme.

This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Radicalisation, Extremism and Terrorism

[The Prevent Duty for England and Wales \(2015\)](#) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces'.

Radicalisation refers to 'the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups'.

Terrorism is ‘an action that endangers or causes serious violence to a person/people; causes serious 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.’

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

The setting is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the DfE guidance for settings and childcare providers on preventing children and young people from being drawn into terrorism.

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

The DSL should report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the [Prevent referral form](#) to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey. The DfE has also set up a dedicated telephone helpline for staff and Governors/Proprietor/ Management committee to raise concerns around Prevent (020 7340 7264).

Setting staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture and the setting follows the [Promoting fundamental British values through SMSC](#).

The setting’s Governors/Proprietor/ Management Committee, the Headteacher/Principal and the DSL will assess the level of risk within the setting and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the setting’s profile, community and philosophy.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Further information and a list of such indicators can be found at [Radicalisation and Extremism - Examples and Behavioural Traits \(educateagainsthate.com\)](#)

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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

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

The setting is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey settings. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in the setting before the child or children arrive at the setting the following day. This ensures that the setting has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence and may happen without the child’s immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The setting is aware there is a clear link between regular non-attendance and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance and make reasonable enquiries with the child and parents/carers to assess this risk.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments. All staff, but especially the DSL 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.

In all cases if the DSL identifies any level of concern the DSL should contact the C-SPA and if a child is in immediate danger the Police should be called on 999.

The setting is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The setting includes the risks of sexual exploitation in the PSHE and RSE curriculum.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The DSL will then contact the C-SPA and if there is concern about a child’s immediate safety, the Police will be contacted on 999.

The setting is aware there is a clear link between regular non-attendance at setting and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at setting and make reasonable enquiries with the child and parents/carers to assess this risk.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from the setting

- 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 and may be at risk of criminal exploitation.

Staff are aware that violence can often peak in the house just before and after the children attend the setting which includes travelling to and from the setting.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Female Genital Mutilation (FGM)

FGM is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. [A mandatory reporting duty](#), requires teachers to report directly and immediately to the Police 101 where they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe 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 that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth.

The duty applies to all persons who are employed or engaged to carry out 'teaching work' whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed.

Setting staff are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the setting's Safeguarding and Child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the Police by calling 999.

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

Forced Marriage

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

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

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

Setting staff should never attempt to intervene directly as a setting or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 200 7008 0151

So-called 'Honour'-based abuse (HBA)

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

HBA 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.

One Chance Rule

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

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

Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Looked After Children by the local authority or those who are placed in residential settings, children's homes or hospitals are not considered to be privately fostered.

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

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

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is because of abuse and/or neglect.

Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

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.

The designated teacher and governor for looked after children will have the appropriate level of training to equip them with the knowledge and skills to undertake their role.

The designated teacher will work with Surrey's Head of virtual School for both looked after children and previously looked after children.

Children with special educational needs and disabilities or health issues

Children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so

Any reports of abuse will require close liaison with the DSL and the SENDCO. The setting will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Children Missing Education

All children are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any SEND they may have.

The setting recognises that children missing education, can be a vital warning sign of a range of safeguarding possibilities. They are also at significant risk of underachieving, being victims of abuse and harm, exploitation, radicalisation, and not being in education, employment or training (NEET) later in life.

Where possible the setting will hold more than one emergency contact number for each child.

The setting will ensure that there is a record of joiners and leavers as defined in [The Education \(Pupil Registration\) \(England\) 2006 \(amended 2016\)](#).

When removing a child's name, the setting will notify the Surrey County Council of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination setting, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from the setting register.

The setting will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child's name from the setting register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii) of [The Education \(Pupil Registration\) \(England\) 2006 \(amended 2016\)](#).

The setting will:

- Enter children on the admissions register on the first day on which the setting has agreed, or has been notified, that the child will attend the setting.
- Notify Surrey County Council within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new child.
- Monitor each child's attendance through their daily register and follow Surrey County Council procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves the setting.
- The setting will notify Surrey County Council when they are about to remove a child's name from the setting register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.

Where parents/carers notify the setting, in writing, of their intention to Electively Home Educate (EHE) the setting will forward a copy of the letter to the Surrey County Council Inclusion Team.

Where parents/carers orally indicate that they intend to withdraw their child to EHE and no letter has been received, the setting will not remove the child from roll and will notify the Inclusion Team at the earliest opportunity.

Pupils Missing Out on Education (PMOOE)

Most children engage positively with setting and attend regularly. However, to flourish, some children require an alternative education provision or may require a modified timetable to support a

return to full time education provision. It is recognised that children accessing alternative provision, or a reduced/modified timetable may have additional vulnerabilities. Ofsted refer to these as PMOOE because they are not accessing their education in setting in the 'usual way'.

The setting will gain consent (if required in statute) from parents/carers to put in place alternative provision and/or a reduced or modified timetable

The setting will ensure that parents/carers (and the Local Authority where the child has an Education Health Care Plan (EHCP) are given clear information about alternative provision placements and reduced/modified timetables: why, when, where, and how they will be reviewed.

The setting will keep the placement and timetable under review and involve parents/carers in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the child is benefitting from it.

The setting will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child. The setting continues to be responsible for the safeguarding of that pupil. The setting will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment,

The setting will comply with regular data returns requested by the Surrey County Council, regarding all children, of statutory setting age, attending alternative provision and/or on a reduced/modified timetable.

The setting leadership will report to Governors information regarding the use and effectiveness of alternative provision and modified/reduced timetables. The setting will also report to Governors any formal direction of a child to alternative provision to improve behaviour.

Attendance and Behaviour

Additional policies and procedures are in place regarding setting attendance and behaviour.

The setting recognises that absence from and exclusion from may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

The setting will work in partnership with Surrey Police and other partners for reporting children that go missing from the setting site during the setting day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

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

When applying disciplinary measures such as physical intervention or isolation for children with SEND the setting will consider the risks, given the additional vulnerabilities of these children.

We have a separate detailed policy regarding the use of the positive handling which can be found on the school website.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. We have a detailed policy on Whistleblowing and Allegation Management which can be accessed on the school website.

All staff, including temporary staff/supply staff and volunteers, should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the setting's safeguarding arrangements.

If it becomes necessary to consult outside the setting, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing Policy.

[The NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their setting. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details are available to staff.

Additional Resources

[Surrey Safeguarding Children Partnership webpages](#)

[Surrey Education Services \(surreycc.gov.uk\)](http://surreycc.gov.uk) – Education Safeguarding Resources Hub

[Graded Care Profile 2](#)

[NSPCC | The UK children's charity | NSPCC](#)

[CEOP ThinkuKnow webpages](#)

[Anti Bullying Alliance webpages](#)

[Childnet International](#)

[Safer Internet Centre webpages](#)

[Contextual Safeguarding Network webpages](#)

[Lucy Faithfull Foundation webpages](#)

Appendix 1

Gordon's School

Sexual Abuse and Sexual Harassment Policy

The core principle that guides everything we do is **Putting Students First**.

Introduction

At Gordon's School we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential. The Governors, Senior Leadership Team, and all staff and volunteers at Gordon's School are fully committed to ensuring a working and learning environment which is free from sexual violence and sexual harassment. The school takes very seriously the prevention, early identification and appropriate management of incidents of sexual violence and/or sexual harassment (as defined below) both within and beyond the school.

To protect all our pupils, all members of the School community should:

- understand that Gordon's has a zero-tolerance approach to sexual violence and/or sexual harassment. It will never be tolerated, is not an inevitable part of growing up; it should not be dismissed as "banter", "having a laugh" or "boys being boys";
- recognise that sexual violence and/or sexual harassment can occur between two children of any age or sex, as well as through a group of children sexually assaulting or harassing a single child or group of children;
- be aware that boys are more likely to perpetrate incidents of sexual violence and/or sexual harassment than girls;
- understand that unacceptable behaviour of a sexual nature can be driven by wider societal factors, thereby making it essential to adopt a whole-school contextual approach to preventing and responding to allegations of sexual violence and/or harassment;
- regard the introduction of this guidance as a preventative measure, and not feel it is acceptable merely to take a reactive approach to sexual violence and/or harassment in response to alleged incidents;
- recognise national and increasing concern about this issue and wish to implement this policy in order to ensure that our pupils are safe;
- if their child is feeling unsafe as a result of the behaviour of any of their peers, parents are encouraged to inform the School so that it can ensure that appropriate and prompt action is taken in response.

This guidance sets out our strategy for the prevention of and appropriate management of allegations of sexual violence and/or harassment between pupils and will be reviewed annually to ensure that it continually addresses the risks to which our pupils are or may be exposed.

This policy takes account of guidance from the following:

Keeping Children Safe in Education 2022, Parts 2 and 5.

Department for Education "Behaviour and discipline in schools" Advice for School Leaders, Staff and Governing Bodies and school staff (September 2022).

National Minimum Standards for Boarding (September 2022); Standard 15: Promoting positive behaviour and Standard 17: Promoting good relationships.

Links with other policies

Child-on-Child Abuse Policy

Child Protection & Safeguarding Policy

Understanding Sexual Violence and Sexual Harassment

What is Sexual Violence?

As per the Sexual Offences Act 2003, sexual violence may be:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents;
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents;
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault);
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Consent

It is vital that all members of the School community understand the concept of consent. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. It should also be noted that:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

The School runs a programme of 'Sex and Consent' workshops to all year groups to ensure that this concept is fully understood.

What is Sexual Harassment?

Sexual harassment is defined as "unwanted conduct of a sexual nature" (Keeping Children safe in Education Parts 2 and 5) and can occur online and offline. Sexual harassment can be:

- Verbal: telling sexual stories, making lewd comments or sexual remarks about clothes and appearance, calling someone sexualised names, sexual 'jokes' or taunting.
- Behavioural: deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature.
- Online: non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, upskirting, sexual exploitation, coercion and threats.

Harmful Sexual Behaviour (HSB)

As the NSPCC explains, "children's sexual behaviours exist on a wide continuum, from normal and developmentally expected, to highly abnormal and abusive. Staff should recognise the importance of distinguishing between problematic and abusive sexual behaviour... as both problematic and abusive sexual behaviours are developmentally inappropriate and may cause developmental damage, a useful umbrella term is harmful sexual behaviours or HSB." Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two.

For the purpose of this policy, harmful sexual behaviours are defined as "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult" (Hackett, 2014).

“The [Brook Traffic Light Tool](#) uses a traffic light system to categorise the sexual behaviours of children it can be used to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour

By categorising sexual behaviours, the setting can work with other agencies to the same standardised criteria when making decisions and can protect children with a multi-agency approach.

The setting recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values”

It should be noted that the School rules may forbid behaviour that might be considered ‘normal’ using this tool.

Online

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face-to-face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or one of the deputies).

The School will consider the [guidance](#) provided by the UK Council for Internet Safety (UKCIS) when responding to incidents of this nature. The School also has a Safe Use of Technology policy which should be read in conjunction with this policy.

Our legal responsibilities

The School has a statutory duty to safeguard and promote the welfare of all pupils. Due regard is paid to all statutory regulations and guidance as set out in Keeping Children Safe in Education, Working Together to Safeguard Children, as well as the Equality Act 2010 and the Human Rights Act 1998, and compliance with the Public Sector Equality Duty. We will also co-operate with safeguarding partnerships once designated as relevant agencies and have a behaviour policy and measures in place to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

The Voyeurism (Offences) Act 2019

This legislation criminalises certain acts of voyeurism known as ‘upskirting’. This is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

KCSIE categorises 'upskirting' as sexual harassment. Staff should handle any allegations in line with KCSIE and our policy on Child-on-Child Abuse.

Prevention

In line with our Child Protection and Safeguarding Policy, the concept of prevention lies at the heart of the School’s approach. We aim to achieve this primarily through a positive school atmosphere, careful and vigilant teaching, strong pastoral care, the promotion of our core School values, effective support to pupils, and the provision of good adult role models. As with other safeguarding matters, all staff should maintain an attitude of ‘it could happen here’.

Gordon’s whole-school approach includes formal classroom opportunities for pupil learning via our PSHE curriculum. This is supplemented by support from external agencies who provide regular assemblies, talks and workshops for our pupils.

The concepts of Kindness and Respect also constitute two of our five core School values and form the basis not just of School Assemblies and talks from school leaders, but also our approach to rewards and sanctions. As such, incidents of sexual harassment and/or sexual violence can be considered serious breaches of the principles on which life at School is based. During staff training we also emphasise the importance of addressing low level concerns to maintain a strong culture of respect between all members of the community.

We therefore aim to ensure that all students have little doubt about the sort of behaviour and conduct which we expect of them during their time at the School.

In addition, all staff who work with children undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. All new staff undergo initial training in safeguarding and child protection as part of their HR induction. Our Child Protection and Safeguarding Policy is also available to all and parents and members of the public via the School website.

Students are also fully briefed on safeguarding practices in the school and new students' have a safeguarding talk from the DSL as part of their induction process.

All students are alerted to the Safeguarding reporting button on Firefly where they can also report sexual harassment concerns.

Supervision around the school is robust and a member of WSLT is present or roving in key areas of the school, both during lessons and out of lessons.

Staffing in the resident boarding houses is ample and a culture of 'active duty' exists throughout the evenings and weekends. Dorm checks are regular during anti-social hours and logged in the house diary. Staff are vigilant in the houses for any signs of sexual harassment or sexual violence.

Regular reminders in house meetings re. positive behaviour ensure that students are fully aware of the School's expectations.

Responding to reports of sexual violence and/or sexual harassment

Incidents of alleged sexual violence and/or harassment are likely to be complex, requiring swift and sensitive handling. Decisions concerning allegations and incidents are taken on a case-by-case basis with the support of other agencies where appropriate and relevant (e.g., Surrey Children's Social Care, the police and other local agencies).

This policy applies to all alleged incidents which have taken place when a pupil or pupils have been under the care of the School. In the event of an incident of sexual harassment and/or violence alleged to have taken place when a pupil or pupils have not been under the care of School, the School may apply the policy and conduct an investigation if the incident has impacted on a member or members of the School community.

All houses advertise routes through which a pupil may report abuse, including through the House staff, Medical Centre, Senior Leaders or any other member of staff.

If an allegation of sexual violence or harassment is disclosed to a member of staff, the following procedure must be implemented:

1. The DSL (or deputy) must be contacted immediately, if they are not involved in the initial disclosure. This must be as soon as is practically possible not wait until a convenient time.
2. A written report should be made and should include: the information revealed by the victim (using their words as best as possible); when the disclosure was made; to whom the disclosure was made; and action taken.
3. If a report of sexual violence has been made, the DSL must also make an immediate risk and needs assessment for the victim, alleged perpetrator and any other children who may be involved in the allegation

Staff must:

- Recognise that, if a victim has made a disclosure to them, then the child has placed them in a position of trust. They must be supportive and respectful of the child;
- Reassure the victim that they are being taken seriously, will be supported and kept safe;
- Avoid giving the impression that a victim is causing a problem by reporting an incident of alleged sexual violence or harassment;
- Receive the victim's story whilst remaining calm and reassuring;
- React to what is disclosed with belief and tell the victim that they have done the right thing in making a disclosure;
- Listen carefully without passing judgement, but being clear about boundaries and next steps;
- Indicate to the victim what action they will take and make it clear that they will have to inform others (no promise of confidentiality);
- Make an accurate record of what has been said and avoid giving opinions. Consideration will need to be given as to the best way to do this, although best practice is to wait until the end of the disclosure before writing up a thorough summary;
- Remember that the priority is always to protect the child.

Staff must not:

- Contact the parents directly;
- Make the victim feel that they are creating a problem by reporting;
- Underplay the issue;
- View or forward illegal images of a child. If there is an online element, then [this advice](#) is essential;
- Speak to the perpetrator about whom the allegations have been made;
- Ask leading questions or adopt an interrogation approach;
- Promise to keep secrets/confidentiality (as it is very likely that a concern will need to be shared further);
- Share the report or details of the report to anyone other than the DSL;
- Ask the child outright if an act of sexual violence or harassment has been committed (although staff can ask children if they have been harmed and what the nature of that harm was).

If a child has not made a direct report but a disclosure has, for example, been received from a concerned friend to a member of staff, then it should not be assumed that someone else is responding to the allegation and the DSL should be contacted immediately. Although basic safeguarding principles remain the same, it will be important for the DSL to understand why the victim has chosen not to make a disclosure themselves and this discussion must be handled with sensitivity and the support of children's social care, if required.

Confidentiality

Staff must never promise confidentiality and the School will only share information with agencies who are required for the support of the children involved and to further any investigation. If the victim asks for information not to be shared, the DSL must balance their wishes with the duty to protect other children. In particular, the DSL must understand that:

- Parents or carers are usually informed unless sharing this information would put the victim at greater risk
- If a child has been harmed, is at risk of harm, or is in immediate danger, then the general safeguarding principle of making a referral to CSC should apply
- Rape, assault by penetration and sexual assault are crimes and the starting point should be that they should be referred to the police

If the DSL does decide to make a referral against the victim's wishes, the reasons for doing so must be explained sensitively and appropriate, specialist support should be offered.

Anonymity

Not all allegations of sexual violence or sexual harassment will end up in the criminal justice system where the principle of anonymity is enshrined, but the School accepts that effective safeguarding practice is to protect

the anonymity of all children involved when an allegation of sexual violence or sexual harassment has been made. The DSL will therefore only share information with key staff on a 'need-to-know' basis (for example, House Parents/ Heads of House) who will be directly responsible for providing support to those children involved.

Due consideration must also be given to the possibility that information and victims' identities will be posted online via social media, and steps taken to mitigate this risk.

The School will therefore do everything it can to protect the anonymity of all children involved when an allegation of sexual violence or sexual harassment has been made.

Assessing Needs and Risks

It is vital that when a report of sexual violence has been made, the DSL conducts an immediate assessment of the risks to and needs of:

- the victim, especially their protection and support, and any other possible victims
- the alleged perpetrator
- any other children who might be involved or might be at risk of future harm

Risk assessments will be recorded and kept under review by the DSL to ensure that adequate measures are in place to protect the children involved and keep them safe. These risk assessments will:

- a. assess and address the nature and level of risks that are posed and/or faced by the child(ren);
- b. draw upon local services and agencies to ensure that the child(ren)'s needs are met in the long-term, and engage with parents unless there is a compelling reason not to (e.g. doing so might place the child at greater risk);
- c. consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any children;
- d. be reviewed at regular intervals in light of the child(ren)'s on-going needs to ensure that real progress is being made which benefits each child.

If at any stage any child's needs escalate, the DSL should contact Surrey MASH team to determine the appropriate course of action.

As a boarding school, where children not only learn together but also live together within House communities, particular attention should be given to ways in which victims and alleged perpetrators can be kept apart from each other around the School campus including classroom blocks, the dining-hall, and also boarding Houses.

Immediate action following a report

When the member of staff to whom the disclosure has been made has passed on their report to the DSL, they should now withdraw from the process but remain vigilant.

When reviewing any report of alleged sexual violence or sexual harassment, the DSL should act in the best interests of the victim whilst also understanding their broader duty to protect other children. In particular, the School accepts that it is important to take the wishes of the victim and how they want to proceed into consideration. To this end, as far as is possible, the victim should be given control over the support they will receive and how the investigation will proceed.

Other considerations for the DSL will include:

- The nature of the alleged incident(s), including: whether a crime may have been committed and/or whether HSB has been displayed;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is an alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability, learning difficulty or other vulnerabilities;

- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- Are there ongoing risks to the victim, other children, adult students or school staff;
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

All allegations of sexual harassment and/or sexual violence will be different and must be dealt with on a case-by-case basis. In all incidents, however, the DSL will need to decide at which point to inform the alleged perpetrator that an accusation has been made against them. For incidents where referrals to children's social care and the police are made, the DSL will be guided by advice from those agencies when deciding upon next steps and with due regard to the statutory guidance in ['Working Together to Safeguard Children'](#).

In some cases of alleged sexual violence, for example, where it has been decided that the allegation has met the threshold for a Section 47 enquiry - it may not be appropriate for the School to investigate or to inform immediately the parents of the alleged perpetrator. In such cases, the DSL will be guided by advice from children's social care and the police. This does not, however, stop the School from taking immediate steps to safeguard the children involved, where required.

The DSL is likely to consider four possible scenarios for the response to any report of sexual violence or sexual harassment:

Managing Internally

This option will most likely be followed for incidents of sexual harassment which are one-off, do not require statutory intervention, and where early intervention would not be appropriate.

Although this list is not exhaustive, examples of incidents which would be managed internally might include: sexual jokes or taunting; lewd comments; sexual remarks about appearance or clothes; the use of sexualised names; unwanted sexual comments or messages on-line; interfering with someone's clothes; or unwanted physical contact.

It should be noted that some of these behaviours may cross-over into sexual violence depending on the severity of the behaviour. The School must also take into consideration the experience of the victim when deciding whether the line between sexual harassment and sexual violence has been crossed.

In such cases, the response should include a thorough investigation of the allegation and the wider context in which it may have occurred. Underpinning this investigation is the principle that sexual violence and harassment is never acceptable and will not be tolerated. All discussions, interviews, decisions, and reasons behind decisions will be recorded.

Disciplinary action

The School will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the behaviour, the causes of it, and attitudes underlying it.

Disciplinary action may sometimes be appropriate:

- To ensure that the child/children take(s) responsibility for their actions and realise(s) the seriousness of their behaviour;
- To demonstrate to the child/children and others that sexual harassment will never be tolerated;
- To ensure the safety and wellbeing of other children.

Disciplinary interventions alone, however, will rarely solve issues of sexual harassment and/or sexual violence, and the School will always consider wider actions which may need to be taken, and any lessons that may need to be learnt going forwards. This will include employing specialist and pastoral support as appropriate, such as

the School Counsellor, boarding House staff and external support agencies, as well as restorative approaches such as mediation.

Early Help

This option is similar to managing internally, but will be adopted if the DSL decides, following the initial investigation, that all or some of the children involved in the incident may benefit from targeted early help services. Such an approach may be of particular benefit to address non-violent harmful sexual behaviour to prevent it from escalating into more serious and potentially violent behaviour.

In such cases, the DSL will work in collaboration with the Surrey MASH team to discuss the incident and concerns surrounding it, as well as agreeing on a course of action, which may also include some form of disciplinary action as detailed above.

Disciplinary interventions may be employed but these alone will rarely solve issues of sexual harassment, and the School will always consider wider actions which may need to be taken, and any lessons that may need to be learnt going forwards. This will include employing specialist and pastoral support as appropriate, such as the School Counsellor, boarding House staff and external support agencies.

All discussions, interviews, decisions, and reasons behind decisions will be recorded.

Referral to the Surrey MASH team

If the DSL believes that a child has been harmed, is at risk of harm or is in immediate danger, an immediate referral will be made to the Surrey MASH team to discuss the allegation and agree a course of action. At this stage, the DSL will normally inform parents or carers unless there is a compelling reason not to do so (e.g. this will put a child at additional risk).

It is possible that a section 17 and/or section 47 statutory assessment will be required, and it is the DSL's duty to cooperate and collaborate with the lead social worker to ensure that the best package of coordinated support is implemented for the child(ren) involved. The DSL must not wait for the outcome of any children's social care investigation before taking steps to safeguard and protect the children involved, although care must be taken to ensure that the DSL does not act in a manner which might jeopardise any statutory investigation. These considerations should be immediate.

Surrey MASH may decide that the incident must be reported to the police, in which case the steps detailed under section D must be followed. If children's social care decides that the threshold for a statutory investigation has not been met, then the DSL can refer again if they do not feel comfortable with this decision.

If it is agreed that a statutory investigation is not required, then the School will undertake its own investigation, led by the DSL. Underpinning this investigation is the principle that sexual violence and harassment is never acceptable and will not be tolerated. All discussions, interviews, decisions and reasons behind decisions will be recorded.

Disciplinary interventions may be employed but these alone will rarely solve issues of sexual harassment and/or violence, and the School will always consider wider actions which may need to be taken, and any lessons that may need to be learnt going forwards. This will include employing specialist and pastoral support as appropriate, such as the School Counsellor, boarding House staff and external support agencies.

Reporting to the Police

In general, all reports to the police will be carried out alongside a referral to the Surrey MASH team and will usually take place where there are grounds to believe that rape, assault by penetration, and/or sexual assault have taken place.

In such circumstances, where a crime has potentially been committed, it is almost certain that the police will assume responsibility for investigating the alleged incident, and it is the duty of the DSL to collaborate with the police to ensure that the investigation is carried out as sensitively and as effectively as possible.

The DSL must not wait for the outcome of any police investigation before taking steps to safeguard and protect the children involved, although care must be taken to ensure that the DSL does not act in a manner which might jeopardise any police investigation. These considerations should be immediate, and we will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children and adult students in the School.

When an allegation has been reported to the police, the School should consult the police to agree what information can be disclosed to staff and others, especially the alleged perpetrator and their parents or carers. A discussion should also take place about the best way to protect the anonymity of those involved, as detailed on page 6.

As the police investigation continues, the DSL will continue to engage with the Police and specialist agencies and pastoral staff to support the victim(s) and alleged perpetrator as best as possible. This will include employing specialist and pastoral support as appropriate, such as the School Counsellor, boarding House staff and external support agencies.

[This guide](#) is useful in determining whether the Police should be informed. All discussions, interviews, decisions, and reasons behind decisions will be recorded.

Ongoing Response

The School understands that it has a duty to safeguard and support both the victim(s) and the alleged perpetrator when an accusation of sexual harassment and/or sexual violence has been made.

Safeguarding and Supporting the Victim(s)

Where incidents of sexual harassment and/or sexual violence are alleged to have taken place, the following safeguarding principles should underpin all support given to victims:

- a. The School must think carefully about the language used, for example a child may not wish to be described as a “victim”
- b. Due consideration must be given to developmental stage of the victim(s), the nature of the allegations and the risk of further abuse
- c. The School must be aware that a power imbalance is likely to have been created between the alleged perpetrator and victim(s)
- d. As well as protecting all children involved, the needs and wishes of the victim(s) should be at the centre of any response and they should feel in as much control of the process, as reasonably possible
- e. The priority should be to make the victim’s daily experience as normal as possible and to ensure that the School is a safe space for them
- f. The victim should never be made to feel ashamed or that they are creating a problem
- g. As all incidents will be different, proportionality of response must be considered, and support given on a case-by-case basis
- h. It may be that the victim(s) do(es) not disclose the whole situation immediately, so on-going dialogue and support is vital
- i. Victims are likely to have suffered some trauma and may struggle in normal school environments
- j. Victims may require support for a long time
- k. The School must protect victims from bullying or harassment because of what has happened in the past
- l. If a victim is unable to remain in the School and it is their wish to move elsewhere, the School will fully support them in this decision and the DSL will make any new institution fully aware of any ongoing support needs as well as passing on their CP file

Although this list is not exhaustive, the School may therefore employ the following strategies to safeguard and support any victim(s) of sexual harassment and/or violence:

- Allow victims to choose a designated trusted adult (such as a House Parent or Pastoral Tutor) with whom they can regularly meet to talk about their needs
- Allow victims to withdraw from lessons and/or other activities if they are finding it difficult to maintain full involvement with School life. They will be provided with a protected safe space (to which they can withdraw if needed)
- Offer victims ongoing support from the School counselling service
- Provide victims with the details of external agencies who may be able to offer additional support
- Make clear to victims that they should report any incidents of unpleasant behaviour to their House Parent and the Deputy Head (Pastoral) giving full details of what happened
- Encourage expert mediation (e.g. Maria Arpa) to restore trust between victim and perpetrator;
- Involve victims in drawing up a personal welfare plan detailing specific strategies and channels of support;
- Consider ways to minimise possible contact between victim(s) and alleged perpetrator during the school day.

Safeguarding and Supporting the Alleged Perpetrator(s)

Where incidents of sexual harassment and/or sexual violence are alleged to have taken place, the following safeguarding principles should underpin all support given to victims:

- The School must think carefully about the language used, especially if the alleged perpetrator denies the accusation(s) made against them
- Although difficult, the School has a duty not only to safeguard the victim(s), but also a duty to provide an education to the alleged perpetrator, especially if the alleged perpetrator denies the accusation(s) made against them
- The School also has a duty to provide the alleged perpetrator with safeguarding support, as appropriate
- Committing an act of sexual harassment or sexual violence may be a sign that a child has been abused themselves or a sign of wider, contextual issues which require addressing
- All alleged perpetrators are entitled to and should be provided with support which will enable them to understand and overcome the reasons behind their behaviour, thus protecting other children by limiting the likelihood of such behaviour in the future
- Due consideration should be given to the age and developmental stage of the alleged perpetrator as well as the nature of the accusations
- It is likely that any child will experience stress as a result of being the subject of allegations and/or negative reactions by their peers to accusations made against them
- As all incidents will be different, proportionality of response must be considered, and support given on a case-by-case basis
- If an alleged perpetrator moves to another school, the DSL will make any new institution fully aware of any ongoing support needs and potential risks to others, as well as passing on their CP file

Although this list is not exhaustive, the School may therefore employ the following strategies to safeguard and support any perpetrator(s) of sexual harassment and/or violence alongside any disciplinary measures which might be taken for the reasons explained on page 8:

- Consider ways to minimise possible contact between victim(s) and perpetrator during the school day.
- Encourage expert mediation (e.g. Maria Arpa) to restore trust between victim and perpetrator;
- Offer perpetrators ongoing support from the School counselling service;

Discipline and the Alleged Perpetrator

All alleged incidents of sexual violence and/or harassment will be different and may range from lewd comments in a public space to accusations of rape. It is also possible that many incidents will be complex with different versions of events or different perceptions of events being presented by victim(s) and alleged perpetrator(s).

It is therefore impossible for the School to pursue a clearly defined set of disciplinary actions for all alleged incidents. Instead, a case-by-case approach must be adopted.

That said, the following principle will always apply: that sexual violence and/or sexual harassment at School is never acceptable, will never be tolerated, is not an inevitable part of growing up, and will not be dismissed as “banter”, “having a laugh” or “boys being boys”.

The full range of disciplinary sanctions, as detailed in the School’s Behaviour Policy, may therefore be applied including detention, fixed-term expulsion and permanent expulsion. Pupils may be suspended whilst an investigation into an incident is underway. This is a neutral act at the end of which, depending upon the outcome of the investigation, the pupil may return to School or be sanctioned.

Disciplinary interventions alone, however, will rarely solve issues of sexual harassment and/or sexual violence, and the School will always consider wider actions which may need to be taken, and any lessons that may need to be learnt going forwards. This will include employing specialist and pastoral support as appropriate, such as the School Counsellor, boarding House staff and external support agencies, as well as restorative approaches such as mediation.

It should also be noted that disciplinary action can be taken even whilst other investigations by the police and/or children’s social care are ongoing. In such cases, the School may take a decision, based on the balance of probabilities, about what happened and impose a disciplinary sanction accordingly. This should be done on a case-by-case basis, with the DSL taking the lead and with consideration whether such action would prejudice any ongoing investigation or subsequent prosecution. This must be done in close liaison with the police and children’s social care.

Pupils allegedly involved in an incident may also have some restrictions placed on them due to the risk assessments which will be put in place to safeguard all of those involved. Any such restrictions are separate to the disciplinary process.

Working with parents

The School will, in most instances, engage with both the victim’s and the alleged perpetrator’s parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. The designated safeguarding lead (or a deputy) would generally attend any such meetings. Parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child and will be offered support.

Unsubstantiated, unfounded, false or malicious reports

- If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children’s social care may be appropriate.
- If a report is shown to be deliberately invented or malicious, the School will consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Monitoring

- All incidents of sexual violence and / or harassment, discussions and decisions made, and the reasons for those decisions, will be recorded in CPOMS. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

This Policy is reviewed annually and is subject to immediate review in line with statutory changes as and when they take place.

Ms Helen Carruthers
Deputy Head (Pastoral)
September 2022

Appendix B – Further Resources

[Keeping Children Safe in Education 2022](#), parts 2 and 5, provide more information

Identifying, assessing and responding to behaviour

The following links are designed to help professionals working with children to identify, categorise and respond appropriately to sexual behaviours by children:

- NSPCC guidance and resources:
<https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour>
- Brook Sexual Behaviours Traffic Light Tool:
<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Educating staff and children

- Serious Youth Violence – Home Office 'This is abuse campaign for schools':
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2_015-03-08_This_is_Abuse_campaign_summary_report_2_.pdf
- New youth produced imagery guidance:
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Anti-bullying guidance:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- Cyber bullying: <http://www.childnet.com/ufiles/Cyberbullying-guidance2.pdf>
- Tender works with schools providing educational programmes for children and staff training aimed at preventing domestic abuse and sexual violence and promoting healthy relationships based on equality and respect:
<http://tender.org.uk/>
- Childnet: <http://www.childnet.com/resources/pshetoolkit>

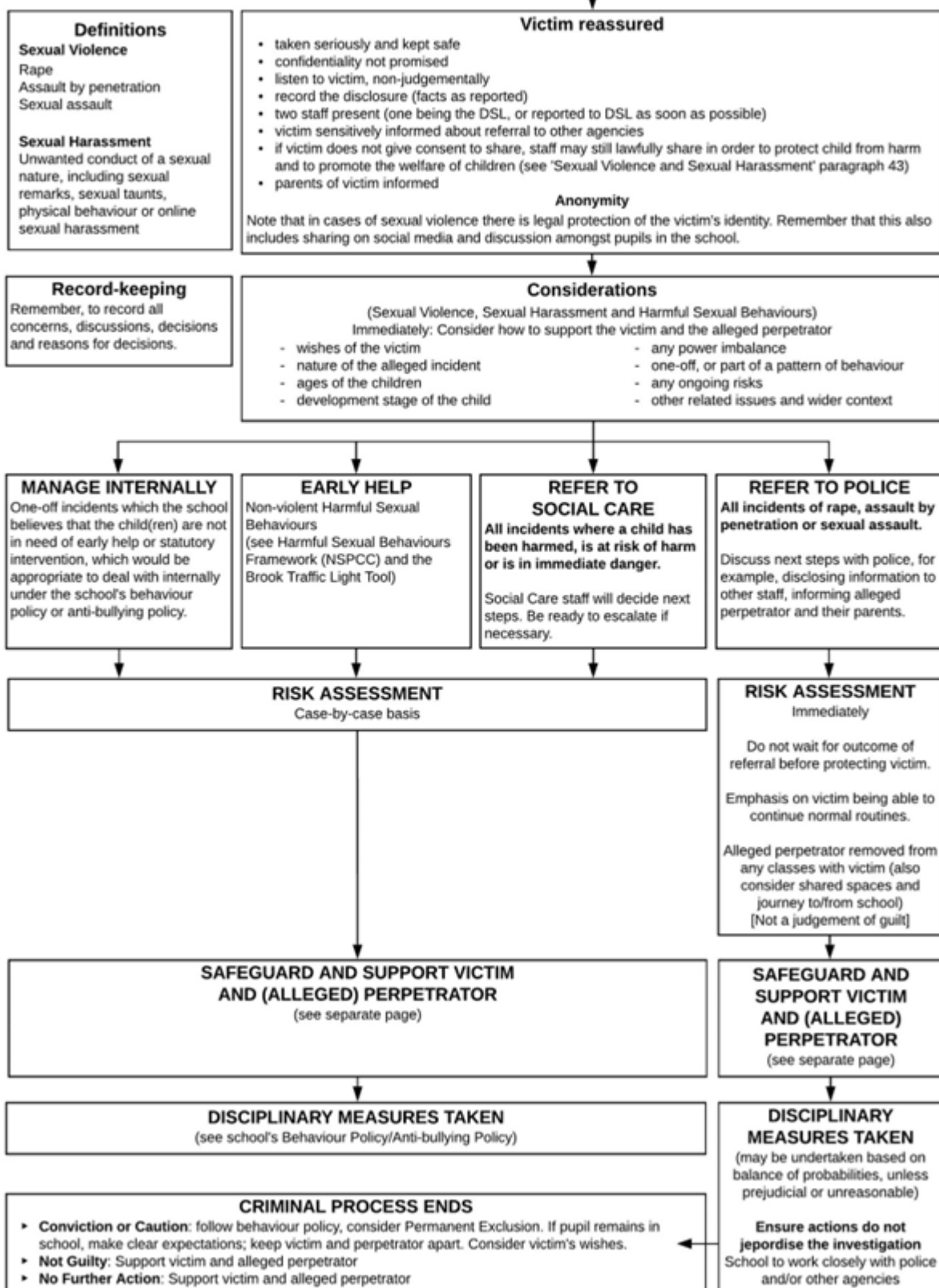
Support and interventions

- The charity, the Lucy Faithful Foundation (LFF), provides services to agencies working with children and their families – for those with problematic sexual behaviour on the internet and in the 'real world':
http://www.lucyfaithfull.org.uk/files/inform_yp_agencies_leaflet.pdf
- Leap Confronting Conflict:
<https://leapconfrontingconflict.org.uk>

Appendix C

PART FOUR: RESPONSE TO REPORTS

Summary of responses



Source:

Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

Safeguarding and supporting victims and alleged perpetrators

Victim	Alleged Perpetrator	Other children
• needs and wishes of victim are paramount • not made to feel they are the problem • consider proportionality of response • aim for victim to carry out normal routine • recognise that they may struggle in class and may need time out (if they wish) • be aware that they may not disclose the whole picture immediately • prepare for support over a long period and consider who is involved (internal and external) • if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support	• possible tension between discipline and support (these are not mutually exclusive) • consider age/ developmental stage/any SEND • proportionate response • consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign of abuse or trauma) • if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file	• witnesses may need support (especially in cases of sexual violence) • avoid allowing pupils to 'take sides' • minimise potential for bullying or victimisation in school and on school transport • be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed) • develop safeguarding culture • constantly review reporting procedures and responses • consider potential for systematic and environmental weaknesses

Sexual Violence and Sexual Harassment – Implementation Checklist**Staff Learning and Development**

- Senior Leadership Team
- Governing Body
- Designated Safeguarding Leads
- Pastoral Leads
- PSHE/SRE Leads
- All staff

Consider how specialist, external organisations could support the development of staff knowledge and understanding in this area.

Pupil Curriculum

- Developing healthy, respectful relationships
- What is consent?
- What is sexual violence/sexual harassment?
- Content in SRE/PSHE, other curriculum areas?