



## CHILD PROTECTION AND SAFEGUARDING POLICY 2016

(when referring to Hazelwood School or the School, this always includes the Nursery and Early Years Foundation Stage based on the Laverock site)

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At Hazelwood School we recognise our responsibility for all aspects of safeguarding and child protection. The safety and welfare of our pupils is our paramount concern in all aspects of the School's work. We recognise that all adults, including temporary staff<sup>1</sup>, volunteers and governors, have a full and active part to play in protecting our pupils from harm and that **anyone can make a referral**. Every pupil should feel safe and protected from any form of abuse. We are committed to:

- Establishing and maintaining a positive ethos where children feel secure and are encouraged to talk and are always listened to and where we take into account the changing behaviours of children.
- Ensuring that all children know they can approach any adult if they are worried or in difficulty.
- Encouraging all staff and volunteers to discuss their concerns with the appropriate members of staff or agencies.
- Including in the curriculum, specifically in PSHEE and ICT, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensuring that there are robust policies and procedures in place to protect students from significant harm, and that these are reviewed and scrutinised on an annual basis. Any deficiency or weakness in the safeguarding policies which emerge will be remedied without delay.
- Ensuring that all unnecessary risks are managed, whilst acknowledging that risk cannot be eliminated from any environment.
- Ensuring that all are aware that as a staff we believe that our School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise that abuse could happen to our pupils.
- Supporting children who have been abused or are at risk of abuse and working effectively with children's services and other external agencies.
- We place the interests of our pupils as a paramount consideration (considerations of culture, disability, history, FGM). We look beyond the school setting, to all areas of the child's life.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications:

- *Keeping Children Safe in Education (KCSIE), DfE September 2016*
  - Disqualification under the Childcare Act 2006 (Feb 2015)
  - What to do if you are worried a child is being abused (March 2015)
- *Working Together to Safeguard Children (inter-agency working), HM Government 2015*
  - *Information sharing (March 2015)*
- *Framework for the Assessment of Children in Need and their Families 2000*
- *What to do if You are Worried a Child is Being Abused, HM Government 2015*
- *Statutory Framework for the Early Years Foundation Stage 2014*
- *Surrey Safeguarding Children Board SSCB Child Protection Procedures which are available online at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding)*
- *'Prevent' Counter-Terrorism and Security Act 2015*
- *Prevent Duty Guidance: for England and Wales (March 2015)*
  - *The Prevent duty- Departmental advice for schools and childminders (June 2015)*

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<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, staff of contractors, volunteers working with children and governors

- *The use of social media for online radicalisation (July 2015)*

The Governing body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

**The aims of this policy are:**

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the School which will be followed by all members of the community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our School who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

**This policy should be read alongside the following:**

**Behaviour, Rewards, Sanctions, Discipline and Exclusion**

**Code of Conduct (Staff)**

Whistleblowing

Anti-bullying

Cyber-bullying

Health & Safety

Curriculum

Curriculum for the EYFS

PSHEE

EYFS Mobile Phone and Camera

Taking, Storing and Using Images of Children

Physical Intervention (including EYFS)

eSafety, including staff use of mobile phones and cameras

Risk Assessment (particularly off site activities)

Safer Recruitment and Selection

EYFS Nappy Changing and Toileting

EYFS Missing child

Relationships and Sex Education

EYFS Uncollected Child

## Key information and contacts:

**Named Lead DSL** James Walton (Assistant Head Lower School):  
[WaltonJ@hazelwoodschool.com](mailto:WaltonJ@hazelwoodschool.com) 01883 733832 (07796944769)

**Deputy DSL** (Hazelwood) Helen Roe (Head of Year 3): [RoeH@hazelwoodschool.com](mailto:RoeH@hazelwoodschool.com)  
**Deputy DSL** (Hazelwood) William Fagg (Head of Year 6) : [FaggW@hazelwoodschool.com](mailto:FaggW@hazelwoodschool.com)

**Lead DSL** (HNEY) Howard Garlick (Acting Assistant Head of EYFS): (FROM XYZ)  
[GarlickH@hazelwoodschool.com](mailto:GarlickH@hazelwoodschool.com) 01883 714 171 Ext 207

**Deputy DSL** (HNEY) Sarah Pike (Deputy Nursery Manager): [PikeS@hazelwoodshcool.com](mailto:PikeS@hazelwoodshcool.com)  
**Deputy DSL** (HNEY) Paula Rutter (Nursery Assistant): [RutterP@hazelwoodschool.com](mailto:RutterP@hazelwoodschool.com)

**Head:** Lindie Louw (Head of School) [louwl@hazelwoodschool.com](mailto:louwl@hazelwoodschool.com) 01883 733831

**Chair of Governors** Annabel Lark: [annabellark@hotmail.com](mailto:annabellark@hotmail.com) 07879670692

**Safeguarding Governor** John Bleakley: [jrb@tonbridge-school.org](mailto:jrb@tonbridge-school.org)

Out of hours' social care emergency:	01483 517898
Children's Referral Assessment and Intervention Service, South East Team:	0300 123 1620
LADO:	0300 123 1620
SSCB Contact Centre	0300 470 9100
SSCB Support Team:	01372 833330
ISI:	0207 600 0100
Children's commissioner:	020 7783 8330
Ofsted:	<b>0300 123 1231</b>
DBS referral:	0870 90 90 811
NCTL:	0370 000 2288
Police:	101
DfE <i>Prevent</i> dedicated help lines	020 7340 7264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>

SSCB chair person Elaine Coleridge-Smith: [quincey@surreycc.gov.uk](mailto:quincey@surreycc.gov.uk) Tel: 01372 833378

Early Years (OFSTED): 03001231231 (Hazelwood dedicated number EY394827)

### The role of the Governing Body

The Governing Body will ensure that there is a Child Protection policy together with a staff behaviour (code of conduct) policy and that the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training. The Governors will also ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

The governors will delegate responsibility to the Head to ensure that:

- A member of SLT has Designated Safeguard Lead (DSL) responsibility (currently James Walton, Assistant Head Lower School) and that they have sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- On appointment, the DSLs undertake interagency training (SSCB Modules 1&2 or with a recognised agency) and also undertake DSL 'New to Role' and the 'Update' Course every 2 years and that all other staff have Safeguarding training updated regularly, in line with advice from the LSCB and including e-safety and *Prevent* awareness training. All voluntary and temporary staff who work with children are made aware of these arrangements.

- The *Prevent* awareness training ensures that all staff have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further investigation/observation.
- The name of the designated members of staff for Child Protection, the Designated Safeguard Leads, will be clearly advertised in the School, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- That any weaknesses in Child Protection are remedied immediately and that a member of the Governing Body, John Bleakley, is nominated to liaise with the LA on Child Protection issues. In the event of an allegation of abuse made against the Head the Chair of Governors, Annabel Lark is responsible.
- All Child Protection policies and procedures are reviewed at least annually by the DSL and that the Child Protection policy is available on the School website.
- That safeguarding is taught (in a planned component of the curriculum) online, through the curriculum and PSHEE and personal, social, emotional development in the EYFS. (further information under "prevention".)
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are made aware of the school's child protection guidelines and procedures.
- Governors will monitor that the school has appropriate safeguarding responses in place for children missing from education.
- Governors will ensure that there are steps in place for the School to listen to pupils.

The Governors will ensure that an enhanced DBS check is in place for the Chair of Governors.

The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

At least one member of the governing body will also complete Safer Recruitment Training to be renewed every 5 years

The Governing Body will ensure that child protection concerns or allegations against adults working in the school are referred to the LADO<sup>2</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>3</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

### **Responsibilities of the DSL**

The Lead DSL is James Walton (SLT and Assistant Head Lower School) with Helen Roe (Head of Year 3), William Fagg (Head of Year 6). On the Hazelwood Nursery and Early Years site they are: Howard Garlick (Acting Assistant Head of EYFS), Paula Rutter (Nursery Assistant) and Sarah Pike (Deputy Nursery Manager). These Officers have undertaken the compulsory training delivered through the SSCB, or by an approved external training provider, and, upon appointment will undertake 'DSL New to Role' training followed by biannual updates.

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<sup>2</sup> LADO Local Authority Designated Officer for allegations against staff 0300 123 1620

<sup>3</sup> Contact the LADO for guidance in any case

The DSL is responsible for:

- Referring a child if there are concerns about possible abuse, neglect, radicalisation to the Children's Services Area Referral, Assessment and Intervention Service (RAIS) Team<sup>4</sup>, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)<sup>5</sup>
- Any advice received from SSCB, police or LADO are to be recorded by the DSL.
- Making prompt contact with the police if it is a criminal matter.
- Liaising with other agencies and professionals, including social care and the police.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college, separately from the main transfer records. A copy of the child's file will be retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that either the DSL and/or the class teacher/room leader attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Understand the assessment process for providing early help and intervention and prevent issues from escalating. The importance of acting on and referring the early signs of abuse and neglect, radicalisation, for example through locally agreed common and shared assessment processes such as early help assessments and supporting early help provision in the school and nursery.
- Keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- Be alert to the specific needs of children in need, and of those with special educational needs and young carers
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Ensuring that any pupil subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection training for him/herself every two years. This will include local inter-agency working protocols and training in the SSCB's approach to Prevent duties.
- Organising child protection and induction training for the Head and all staff annually and ensuring that part-time and voluntary staff who work with children are made aware of these arrangements. Training is in line with the requirements of SSCB and will include Prevent awareness training.
- The DSL will have higher level training in SSCB's prevent strategy.
- Ensuring that staff are updated each time part one of KCSIE is updated, this is particularly important when new duties are introduced, as with the introduction of the Prevent duty.
- Providing, with the Head, an annual report for the Governors, detailing any changes to the policy and procedures; training undertaken by the Child Protection trained staff, and by all staff and Governors; number and type of incidents/cases, and number of children subject to a child protection plan(anonymised).
- Deal with allegations or disclosure of abuse by pupil/s to another pupil by informing the Head. On all such occasions they will discuss the content of the allegation with the parents of both pupils. And when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' including that any such abuse will be referred to local agencies. In pupils on pupil abuse all children involved, whether perpetrator or victim, are treated as being "at risk".
- Ensure the Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.

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<sup>4</sup> All new referrals go to the Referral Assessment and Intervention Service for each area operating 8.00am to 6.00pm. DSL's may consult with an Assistant Team Manager by telephoning the Area RAIS Team. In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898.

<sup>5</sup> Online forms will be e-mailed from the Children's Services Area RAIS Team

- Ensure the child protection policy is available publicly on our website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Surrey Safeguarding Children Board SSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Providing, with the Head and Chair of Governors, and contributing to the SSCB Section 11 Children Act 2004 “Audit of Statutory Duties and Associated Responsibilities” to be submitted to the Education Safeguarding Team at Surrey County Council annually.
- The EYFS DSL has responsibility to notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children on the Nursery and Early Years site.
- The DSL entrusts the record keeping of staff training, INSETS, annual updates, signing of KCSIE 2016 to the Assistant Bursar Admin who keeps this information in a central area.

## **Responsibilities of staff**

Safeguarding and promoting the welfare of children is everyone’s responsibility. Staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

Staff have a responsibility to:

- Provide a safe environment in which all children can learn.
- Share concerns with the DSL
- Identify children who may benefit from Early Help.
- Work with the DSL (as required) to undertake an early help assessment.
- Provide support to the child and if required support social workers and other agencies working with a specific child.

All new staff, as part of their induction, will receive training in Safeguarding Children which will include how to respond to a pupil who discloses abuse. This training is provided by the designated members of staff. Staff signs a register to record that they have seen and understand their respective responsibilities in the policy.

All members of staff at safeguarding training are provided with:

- Hazelwood Safeguarding and Child Protection Policy
- Staff Code of Conduct
- The name and contact details of the DSLs
- Part 1 and Annex A of KCSIE September 2016
- Whistleblowing policy

## **Supporting Children**

- Hazelwood recognises that a child who is abused or witnesses’ violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- Hazelwood recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- Hazelwood accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Hazelwood recognises that most children suffer harm from within their own families or from someone they know and with whom they have formed a relationship.
- Hazelwood is alert to and ready to respond to any particular needs/issues/risks which may emerge in the context of the school pupil population at any one time, or our wider community. This may include Prevent, anti-radicalisation, FGM, missing children.

- Hazelwood recognises that significant harm can be “actual” (it is happening now- bruises, injuries, neglect) or could be likely (unless action is taken the child may be exposed to significant risk in the future).

We will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting wellbeing alongside a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children Services as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child’s new setting and ensuring the school medical records are forwarded as a matter of priority.

### **Guidance for staff**

*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. All staff have a responsibility to provide a safe environment in which children can learn.

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

- protecting children from maltreatment
- preventing impairment of children’s health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges in a child’s life. In the first instance staff should discuss early help requirements with the designated safeguarding lead. (Further information regarding early help can be found in Chapter 1 of Working Together to Safeguard Children.)

The following notes are intended to provide practical advice to staff on how to handle disclosures and to provide guidelines for dealing with such disclosures that must be followed. In line with our statutory obligations, the interests of the child must be paramount, though the School will also wish to take account of the interests of other pupils, staff and parents.

Hazelwood staff are committed to: being vigilant, listen to children, observe changes in behaviour and attitude, respond to specific concerns at an early stage (self-harm, depression, eating disorders), to report concerns to the DSL, not to conduct an investigation ourselves but to contact the relevant agencies to deal with significant concerns, being prepared to whistle-blow where there are concerns about the conduct of a member of staff towards a child/children.

### **(A)Types 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. They may be abused by an adult or adults or 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 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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Specific safeguarding issues**

- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- mental health
- Youth produced sexual imagery (sexting)
- teenage relationship abuse
- child on child abuse
- child missing from education

### **Please be aware of:**

- child sexual exploitation (CSE) – see also below and appendix 2
- female genital mutilation (FGM) – see also below
- gangs and youth violence
- forced marriage (see Appendix 2)
- gender-based violence/violence against women and girls (VAWG)
- faith abuse
- private fostering
- preventing radicalisation (see below)
- child missing from home or care
- trafficking
- grooming through internet or “gaming”

### **Further information on Children missing from education.**

The school will inform Surrey County Council of any pupil who goes missing, particularly on repeat occasions. The school follows up any school absence on the day and subsequent days. The DSL is informed by the Admin Assistant if there are repeat occasions or there are grounds for concerns for absence such as travelling to conflict zones, FGM and forced marriage.

### **Further information on Child Sexual Exploitation and Female Genital Mutilation**

Child sexual exploitation (also see Appendix 2) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM)** (see Appendix 2 for further information)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless a teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.

### **What is FGM?**

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

### **(B) The Child – Signs to look for**

(See appendix 1 for more detailed information)

- Cuts, bite marks, bruises or burns on parts of the body where they are not usually found as a result of an accident. (in inaccessible sites like the neck, behind the ears, on the soles of feet)
- Apparent age of injuries not being consistent with account given
- Evidence of injuries being repeated
- Loss of weight, over-eating, or loss of appetite
- Pains and soreness around the genital areas and bottom, with no adequate medical explanation
- Evidence of poor overall care and a failure to thrive, changes in style of dress or deterioration in clothing, such as becoming dirty and smelly
- Unexplained deterioration in performance at school
- Significant changes in behaviour such as :
  - Quieter
  - Noisier
  - Too good
  - Reverting to younger behaviour
  - More detached
  - Depressed
  - Withdrawn
  - Disinterested in their surroundings
- Distrust of adults, including those to whom they are normally closest, or only seeming happy when with substitute carers
- Absence from school, or irregular attendance without explanation
- Sexually explicit behaviour, eg playing games and showing awareness which is inappropriate for their age
- Disturbed sleep and/or nightmares demonstrated through words, actions and pictures

It is important to listen to what children say. Do their words express or explain underlying worries?

## Procedure to follow by a member of staff if abuse is suspected or reported

If any member of staff has concerns about a child in their care then they should report it to the DSL or DDSL who will record the matter and add to the 'Concerns' file. This will help to identify early if any further additional help is required to support the child further.

If any member of staff:

- suspects that child abuse is occurring;
- identifies child abuse;
- is concerned that School practices or the behaviour of others may be putting a child at risk of abuse;
- has an incident, complaint or suspicion reported to him/her;

he/she must:

- Immediately stop any other activity to listen and give them space to do this safely.
- Make brief notes at the time or as soon as possible afterwards and ensure that these original notes are kept. Use exact words of child.
- Not ask leading questions (it may prejudice the investigation).
- Not give guarantees of confidentiality to the child (or keep any secrets from the school) but give assurances that only those who need to know will be informed.
- Not make any attempt to investigate the incident themselves.
- Within twenty-four hours report to the DSL and provide DSL with notes on our standard safeguarding report form (attached at the end of this document). The individual with concerns may contact children's social care directly. If the complaint is likely to involve the DSL, the informant must report it to the Head.
- If the disclosure happens after School hours, the teacher/adult should attempt to contact any of the DSLs or the Head at home. If this proves impossible and there is a fear that the pupil is 'at risk' (i.e. it is unsafe for them to go home) then Children's Social Care may be contacted direct.

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's care immediately. Anybody can make a referral.** For children who are in need of additional support (who are not at immediate risk), we will use inter-agency assessment following SSCB processes, including the use of Early Help Assessment (EHA), CAF and TAC.

### Contact details for referrals:

Out of hours social care emergency: 01483 517898

Children's Referral Assessment and Intervention Service, South East Team, or LADO 0300 123 1620

*SSCB Child Protection Procedures which are available online at*

[www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding)

### Subsequent action taken by DSL and/or the Head

- DSL records the concerns and they will make the decision whether to refer or provide additional support with other multi-agency interaction. Children in need will be referred to children's social care and children at risk will be referred to social care immediately.
- If no referral is made to social care then the DSL should monitor the situation.
- The DSL, if needed, should refer to page 10 of KCSIE 2016 part 1 for all the required steps to follow.
- The School will undertake to share the intention to refer a child to Children's Social Care Team with the child's parents unless to do so could put the child at greater risk of harm, or impede a criminal investigation.
- Where there is doubt about whether to make a referral, the Children's Social Care Team will be consulted.

- When referral to Children's Social Care Team is made, the Head must confirm in writing to the Children Social Care Team any action that has taken place.
- In addition, as a registered setting, the EYFS department must inform OFSTED of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations. OFSTED must be informed as soon as is reasonably practicable but at the latest within 14 days.
- At Hazelwood we recognise that children must receive the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and **challenging inaction** are vital.

### **Action to be taken where an allegation has been made against a member of staff**

The Head and DSL will follow procedures in line with School Disciplinary Policy, statutory guidance from the DfE (including 'Keeping Children Safe in Education (2016)' and 'Working Together to Safeguard Children (March 2015) as well as locally agreed procedures. School policy also takes into account guidance in Part 4 of KCSIE (September 2016).

All school staff should take care not to place themselves in a vulnerable position with a child. They should be aware of Surrey's Guidance on Behaviour Issues, and the School's own Behaviour policy. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction. We understand that a pupil may make an allegation against a member of staff.

If an allegation is made against a member of staff all unnecessary delays should be eradicated. All allegations should be referred to the LADO(s) for advice **before any investigation by the school takes place**, or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO(s) can be held informally and without naming the school or individual.

- Where it is alleged that a member of staff has behaved in a way that has harmed, or may have harmed a child, possibly committed a criminal offence against a child or behaved towards a child in a way that indicates that he/she is unsuitable to work with children, the member of staff receiving the allegation will immediately inform the Head.
- The school will follow Surrey procedures for managing allegations against a member of staff.
- The Head will make immediate contact, within one working day, with the LADO to discuss the content of the allegation (LADO- 0300 123 1620)
- They will consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions will be recorded in writing, and any communication with both the individual and the parents of the child/children agreed.
- Each case will be considered carefully to ascertain whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place, taking into account the views of the LADO.
- The Chair of Governors will be informed of any child protection issue as soon as possible after it arises.
- Any allegation involving the Head will be passed on to the Chair of Governors without informing the Head first. The Chair of Governors will follow the procedures above.
- Allegations against staff, volunteers or the DSL should be reported to the Head. If the Head is absent, the allegation should be passed to the Chair of Governors.
- We are aware that there are restrictions on the reporting or publishing of allegations against teachers and so we will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.
- The Head will report promptly any member of staff who is deemed unsuitable to work with vulnerable and young people and who has been removed from regulated activity to the Disclosure and Barring Service (DBS). We will also refer such a member of staff to the NCTL.

Advice about referring to NCTL can be found in *Teacher misconduct: the prohibition of teachers* (July 2014) and the NCTL website.

- In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governors with advice as mentioned above.
- We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

### **Safer recruitment**

Our selection and recruitment of staff includes checks for their suitability with the Disclosure and Barring Service (DBS). All pre-appointment checks on volunteers, staff of contractors, and other individuals that are not school staff or supply staff are completed according to the requirements set out in KCSIE September 2016.

### **Confidentiality**

Hazelwood School recognises that all matters relating to child protection are confidential and the Head or DSL will disclose any information about a child to other members of staff on a need to know basis only.<sup>6</sup>

All staff have a professional responsibility to share information, when required, with other agencies in order to safeguard children.

All staff are made aware through safeguarding training and induction that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. In deciding whether there is a need to share information, **the pupil's best interests must be paramount.**

Hazelwood will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

### **Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. Hazelwood will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

### **Whistle-blowing**

We have a separate Whistleblowing Policy.

### **Physical Restraint Policy** (we have a separate policy)

Hazelwood acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness and parents will be informed on the day that physical restraint took place.

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

### **Anti-Bullying**

The Hazelwood school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We also have a separate cyber bullying policy. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

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<sup>6</sup> Guidance about sharing information, can be found in 'Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers' HM Government 2015

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm including abuse by one or more pupils against another such abuse will be referred to local agencies.

### **Children who run away or go missing**

Procedures for dealing with a missing pupil are set out in a separate policy. Staff should be aware that a child going missing from school may be a potential indicator of abuse or neglect and should act to identify concerns.

### **One to one teaching**

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults, with the door open. Any off-site performance is supervised by staff who have a DBS check.

### **Racist Incidents**

Hazelwood School 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.

### **Student voice**

At Hazelwood our pupils are aware that they can talk to any of the adults. Each pupil has a form tutor or Key Person as a first point of pastoral contact. We have Heads of Year and for new members of the school we have a buddy system. Our Chaplain has an open Chapel during which pupils can have informal conversations with him. We have mentor groups within our house system. Hazelwood also has a school counsellor to support pupils in need as identified by staff.

### **Looked after children**

The governing body will appoint, when required, a designated teacher who will promote the educational achievement of children who are looked after.

### **Health & Safety**

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. When pupils visit another site and are doing activities where staff from another organisation will be involved, we obtain Risk Assessments. Within these Risk Assessments from the 3<sup>rd</sup> party organisation we ensure correct checks and qualifications of staff are in place before the schools Risk Assessment is agreed and signed off by the Bursar and the Head.

### **Mobile phones and cameras (we have a separate policy)**

EYFS: All staff mobiles must be turned off and placed in the designated locked cupboard either in the room or relevant office. Phones may only be checked at break times in the staff room and never in the rooms, or in the toilets. Staff are responsible for ensuring that mobile phones brought into school or nursery do not hold inappropriate or illegal content.

All adults, including parents and visitors, who attend Hazelwood Nursery Early Years site are made aware that mobile phones are not to be used on the site in the presence of the children.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and is also available in a separate policy.

### **Storage and Review**

Photographic images are stored securely on a password protected external mirror drive. A limited number of senior school personnel have access to the drive and to the password. Parents are advised that the school will endeavour to only use images of current pupils in any material generated at any given time. We will try to ensure that images of their children will not be published in any new school material once they have left the school. Please note that the school's existing publications, website and archived material may contain these images.

The school has a procedure in place for annually checking and updating, subject to budget and availability of suitable replacement photographs, its website in every school summer holiday when expired material is deleted.

It is the school's intention to develop a full alumni programme and communication programme. Images of past events, pupils and achievements will undoubtedly form the backbone of such a programme. The school therefore retains the right to use such images of past pupils without seeking further permission on the proviso that permission was granted originally during the pupil's time at the school or nursery.

The school is particularly careful with the use of images on any external website (other than the school's own) such as YouTube, Twitter, Facebook, Flickr etc. A further permission is required for images to appear within this social media context (Hazelwood School only).

### **Nominated school cameras and other photographic appliances**

The school further undertakes to keep a list of nominated camera and other photographic appliances (eg ipads) on which photographs of the children can only be taken. In all cases the images will be downloaded onto the secure server and all records of them immediately deleted from the appliance. The use of mobile phones for the taking of photos are only permitted if the device registered with the school and the images are swiftly downloaded to a secure school area.

### **Use of images: Foundation Stage Profile and Learning Journals (The Nursery and Early Years and Hazelwood School Reception)**

Pictures taken by members of staff to record the younger children's progress will be used only within the Foundation Stage Profile of each individual child or within his/her Learning Journal.

The images will be stored securely whether taken online or printed in the child's record. They are recognised as being fundamental to the charting of progress and to the demonstration of good classroom practice.

The EYFS Profile and Learning Journals are available for parents to review with their child's key worker and/or teacher at any time.

### **Photos and images**

Hazelwood recognises that every member of the School community has a right to privacy under both human rights and data protection legislation and that this right must be respected in all the above activities. We issue a separate [Use of Images form](#) to parents to gather consent for the use of photos and images of their children across a range of media and publications including online and social media. The form is sent out to all new starters and to all parents when a significant change is made to the media environments images may be used in. Parents can update their permissions at any time during their child's attendance at Hazelwood.

### **Disqualification by association**

This is detailed in our recruitment policy.

### **E-safety (see APPENDIX 4)**

Our eSafety Policy has been written by the School and builds on the SSCB and government guidance. The aims of the eSafety policy are:

- To promote the welfare and safeguarding of pupils and staff at Hazelwood, including against radicalisation.
- To ensure that pupils are ICT literate and can use the facilities to ensure that their educational provision is enhanced to the maximum.
- To promote responsible and effective use of electronic communication (including the use of the internet and mobile phone technology).

- To educate pupils and staff about the risks and responsibilities involved in the use of new technology, particularly with regard to the potential moral and criminal consequences of their actions.
- To raise awareness of and counter instances of cyberbullying. This includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can take the form of type of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.
- That safeguarding is taught online, through the curriculum and PSHEE and personal, social, emotional development in the EYFS. The school should help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, particularly when using electronic equipment and internet.

The latest resources promoted by the DfE can be found at: [The use of social media for on-line radicalisation](#); [www.saferinternet.org.uk](http://www.saferinternet.org.uk); [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### **Domestic Abuse** (See Appendix 2)

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Such as physical violence: slapping, punching, kicking, bruising and rape. Such as non physical violence: ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect.

## **PREVENT** (also see APPENDIX 3)

The aim of the government Prevent program is to stop people becoming terrorists as identified in the national Prevent strategy. Hazelwood School plays a role and has a responsibility in the delivery of Prevent. Hazelwood's Prevent officer is James Walton, DSL. Understanding the correct concerns is key from the outset of our plan at Hazelwood.

### **Radicalisation and Extremism**

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

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

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

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.

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

The school governors, the Head and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk Assessment may include, the use of school premises by external agencies/visiting speakers, anti-bullying policy and other issues specific to the Hazelwood's profile, community and philosophy.

All visiting speakers will be suitably and appropriately supervised at all times. Before the speakers visit the staff member responsible for the visit requests that they bring photographic ID and DBS if they have one. The member of staff then carries out background checks e.g. reference, internet search. The Head then signs that on the strengths of the pre visit checks they are happy for the visit to take place. On arrival the visiting speaker must show photographic ID and any other documentation, and is given a copy of KCSIE part 1.

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

### **Response**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL or Head. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (**020 7340 7264**). Staff can also find further advice at [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the

appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### **Monitoring and Evaluation of our Child protection and safeguarding policy**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

Ruth Darvill

Assistant Head with Responsibility for Early Years and Lead DSL, 1<sup>st</sup> September 2016

## APPENDIX 1

### Recognising signs of child abuse

#### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

#### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

#### Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment

- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

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

### **Bite Marks**

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

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

### **Burns and Scalds**

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

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

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life
- **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

### **Recognising Signs of Sexual Abuse (it should be noted that this section is currently under review by LSCB)**

As the school has pupils from 0 – 13 years of age, sexually harmful behaviour will be reported to the Surrey SCB by the DSL.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## **Sexual Abuse by Young People**

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

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

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

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

## **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol “Working with Sexually Active Young People” available at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding), by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

## **Recognising Neglect**

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

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

## **Child Sexual Exploitation**

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

Signs include:

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

## APPENDIX 2

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

### **Female Genital Mutilation (FGM)**

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

#### **What is FGM?**

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

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

#### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

#### **Circumstances and occurrences that may point to FGM happening are:**

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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems

- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre.

### **Domestic Abuse**

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self harm and anxiety.

### **What are the signs to look out for?**

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

### **What should I do if I suspect a family is affected by domestic abuse?**

To talk through your concerns call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822

North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690

South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392

## APPENDIX 3

### INDICATORS OF VULNERABILITY TO RADICALISATION

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

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

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

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

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

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

#### **Indicators of vulnerability include:**

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

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

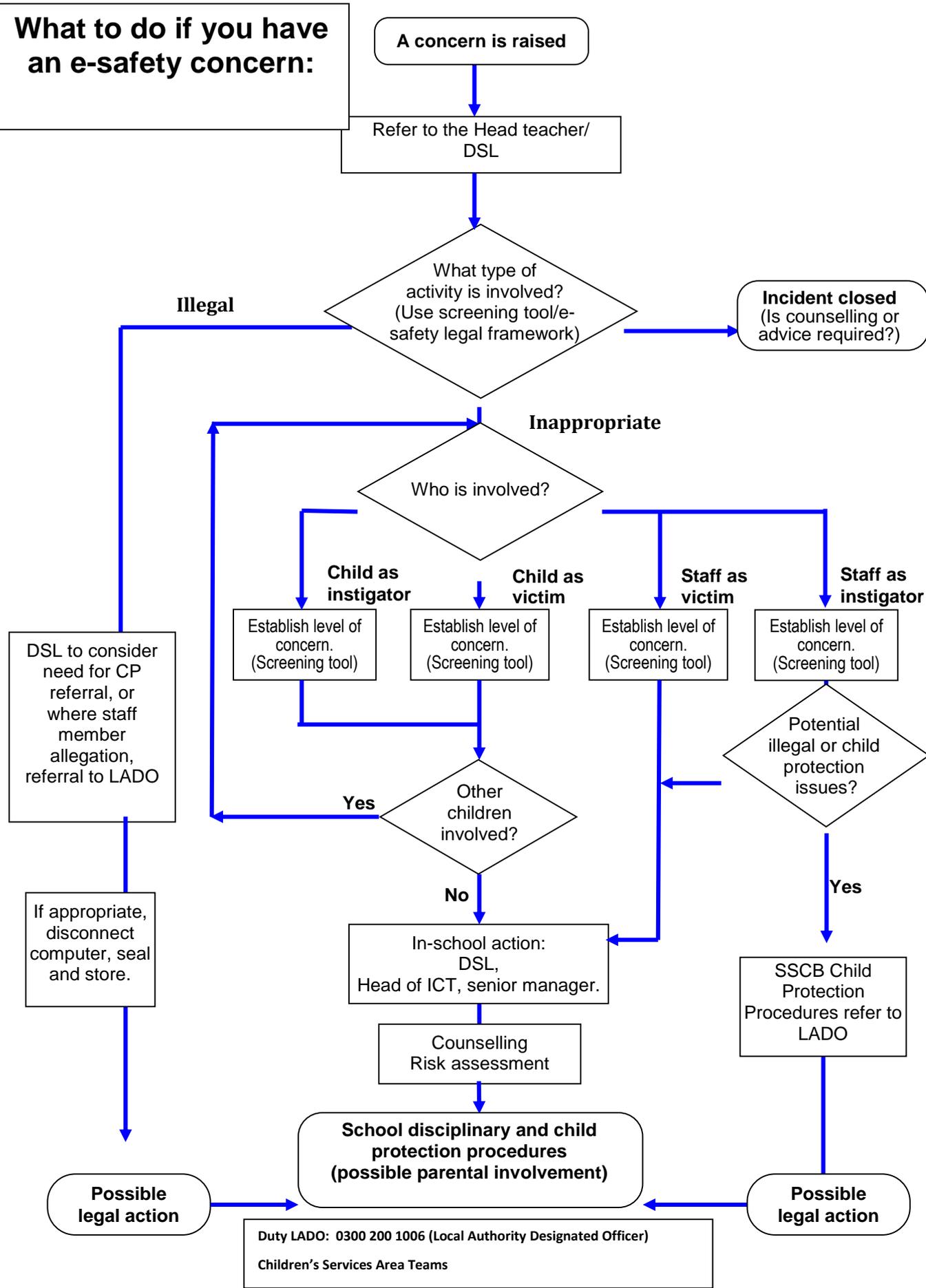
More critical risk factors could include:

- Being in contact with extremist recruiters;

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

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

**What to do if you have an e-safety concern:**



## Appendix 5

### Important contact information:

Out of hours' social care emergency:	01483 517898
Children's Referral Assessment and Intervention Service, South East Team:	0300 123 1620
LADO:	0300 123 1620
SSCB contact centre:	0300 470 9100
SSCB Support Team:	01372 833330
ISI:	0207 600 0100
Children's commissioner:	020 7783 8330
Ofsted:	<b>0300 123 1231</b>
DBS referral:	0870 90 90 811
NCTL:	0370 000 2288
Police:	101
DfE <i>Prevent</i> dedicated help lines	020 7340 7264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>
SSCB chairperson Elaine Coleridge-Smith:	<a href="mailto:quincey@surreycc.gov.uk">quincey@surreycc.gov.uk</a> Tel: 01372 833378
Early Years (OFSTED):	03001231231 (Hazelwood dedicated number EY394827)

**Named Lead DSL** (Hazelwood) James Walton (Assistant Head Lower School):

[WaltonJ@hazelwoodschool.com](mailto:WaltonJ@hazelwoodschool.com)

**Deputy DSL** (Hazelwood) Helen Roe (Head of Year 3): [RoeH@hazelwoodschool.com](mailto:RoeH@hazelwoodschool.com)

**Deputy DSL** (Hazelwood) William Fagg (Head of Year 6) : [FaggW@hazelwoodschool.com](mailto:FaggW@hazelwoodschool.com)

**Lead DSL** (HNEY) Howard Garlick (Acting Assistant Head EYFS):

[GarlickH@hazelwoodschool.com](mailto:GarlickH@hazelwoodschool.com)

**Deputy DSL** (HNEY) Sarah Pike (Deputy Nursery Manager): [PikeS@hazelwoodshcool.com](mailto:PikeS@hazelwoodshcool.com)

**Deputy DSL** (HNEY) Paula Rutter (Nursery Assistant): [RutterP@hazelwoodschool.com](mailto:RutterP@hazelwoodschool.com)

**Head:** Lindie Louw (Head of School) [louw@hazelwoodschool.com](mailto:louw@hazelwoodschool.com) 01883 733831

**Chair of Governors** Annabel Lark: [annabellark@hotmail.com](mailto:annabellark@hotmail.com) 07879670692

**Safeguarding Governor** John Bleakley: [jrb@tonbridge-school.org](mailto:jrb@tonbridge-school.org)

### Further advice on child protection is available from:

NSPCC: [http://www.nspcc.org.uk/](http://www.nspcc.org.uk)

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

### Further advice on child mental health is available from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416786/Mental\\_Health\\_and\\_Behav](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416786/Mental_Health_and_Behav)

### Legal issues and references

<http://www.legislation.gov.uk/ukpga/1989/41/section/17>

<http://www.legislation.gov.uk/ukpga/1989/41/section/47>

Hazelwood School, Wolfs Hill, Limpsfield, Oxted, Surrey RH8 0QU

[www.hazelwoodschool.co.uk](http://www.hazelwoodschool.co.uk)



## Hazelwood School

### Safeguarding Report

Name of child:

Form/ Class:

Date of birth:

Completed by:

Position in school:

Date	Nature of concern <i>Please record the facts of your concern and ensure you sign and date the statement. This report must be brought to the attention of the DSL immediately.</i>

Signed:

Date:

For DSL only  
Action taken:

Signed:

Date: