

## Byfleet Child Protection and Safeguarding, Policy and Procedure

### Appendix 1- Four types of abuse and safeguarding issues (those not included will be covered in safeguarding training)

ALL Byfleet Primary staff, Governors and volunteers should read and understand the details in the following document. Staff are expected to sign the **Byfleet Staff Agreement** to acknowledge that they have both read and understood the content of this appendix, as part of the policy. These areas will also form part of ongoing Safeguarding and Child protection training for all staff.

All relevant safeguarding guidance covered below can be found here: [Surrey Education Safeguarding Policies, Procedures and Guidance.](#)

All staff are trained in recognising abuse as outlined below:

What is abuse?	
<p>Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.</p>	
Physical Abuse	Neglect
<p>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.</p>	<p>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 (<i>including exclusion from home or abandonment</i>); protect a child from physical and emotional harm or danger; ensure adequate supervision (<i>including the use of inadequate care-givers</i>); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</p>
Emotional	Sexual
<p>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</p>	<p>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 (<i>for example rape or oral sex</i>) 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</p>

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<p>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.</p>	<p>perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).</p>
<p><b>Safeguarding Issues</b></p>	
<p><b>Child Criminal Exploitation</b></p>	<p><b>Potential vulnerabilities include:</b></p>
<p>CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.</p> <p>CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.</p> <p>Some of the following can be indicators of CCE:</p> <ul style="list-style-type: none"> <li>• children who appear with unexplained gifts or new possessions;</li> <li>• children who associate with other young people involved in exploitation;</li> <li>• children who suffer from changes in emotional well-being;</li> <li>• children who misuse drugs and alcohol;</li> <li>• children who go missing for periods of time or regularly come home late; and</li> <li>• children who regularly miss school or education or do not take part in education.</li> </ul>	<ul style="list-style-type: none"> <li>• having prior experience of neglect, physical and/or sexual abuse</li> <li>• lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)</li> <li>• social isolation or social difficulties</li> <li>• economic vulnerability</li> <li>• homelessness or insecure accommodation status</li> <li>• connections with other people involved in gangs</li> <li>• having a physical or learning disability</li> <li>• having mental health or substance misuse issues;</li> <li>• being in care (particularly those in residential care and those with interrupted care histories)</li> <li>• being excluded from mainstream education, in particular attending a Pupil Referral Unit.</li> </ul>
<p><b>Child Sexual Exploitation (CSE)</b></p>	<p><b>Potential vulnerabilities include:</b></p>
<p>CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual</p>	<p>Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.</p> <ul style="list-style-type: none"> <li>• Having a prior experience of neglect, physical and/or sexual abuse;</li> </ul>

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<p>activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).</p> <p>The above CCE indicators can also be indicators of CSE, as can:</p> <ul style="list-style-type: none"> <li>• children who have older boyfriends or girlfriends; and</li> <li>• children who suffer from sexually transmitted infections or become pregnant.</li> </ul> <p>More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)</p>	<ul style="list-style-type: none"> <li>• Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);</li> <li>• Recent bereavement or loss;</li> <li>• Social isolation or social difficulties;</li> <li>• Absence of a safe environment to explore sexuality;</li> <li>• Economic vulnerability;</li> <li>• Homelessness or insecure accommodation status;</li> <li>• Connections with other children and young people who are being sexually exploited;</li> <li>• Family members or other connections involved in adult sex work;</li> <li>• Having a physical or learning disability;</li> <li>• Being in care (particularly those in residential care and those with interrupted care histories); and</li> <li>• Sexual identity.</li> </ul> <p>More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)</p>
County Lines	Who is at risk of being drawn into this?
<p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked</p>	<p>Gangs are known to target vulnerable children and adults some of the factors that heighten this are:</p> <ul style="list-style-type: none"> <li>● having prior experience of neglect, physical and/or sexual abuse</li> <li>● lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)</li> <li>● social isolation or social difficulties</li> <li>● economic vulnerability</li> <li>● homelessness or insecure accommodation status</li> <li>● connections with other people involved in gangs</li> <li>● having a physical or learning disability</li> <li>● having mental health or substance misuse issues;</li> <li>● being in care (particularly those in residential care and those with interrupted care histories)</li> <li>● being excluded from mainstream education, in particular attending a Pupil Referral Unit</li> </ul>

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<p>for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.</p>	
<p><b>Domestic Abuse</b></p>	<p><b>Risk factors include:</b></p>
<p>The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.</p> <p>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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.</p>	<p>Signs that a child has witnessed domestic abuse can include:</p> <ul style="list-style-type: none"> <li>● aggression or <u>bullying</u></li> <li>● anti-social behaviour, like vandalism</li> <li>● <u>anxiety, depression or suicidal thoughts</u></li> <li>● attention seeking</li> <li>● bed-wetting, nightmares or insomnia</li> <li>● constant or regular sickness, like colds, headaches and mouth ulcers</li> <li>● <u>drug or alcohol use</u></li> <li>● eating disorders</li> <li>● problems in school or trouble learning</li> <li>● tantrums</li> <li>● withdrawal.</li> </ul>
<p><b>Female Genital Mutilation (FGM)</b></p>	<p><b>Risk factors include:</b></p>
<p>Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.</p> <p>FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.</p> <p>Risk factors for FGM include:</p> <ul style="list-style-type: none"> <li>● low level of integration into UK society</li> <li>● mother or a sister who has undergone FGM</li> <li>● girls who are withdrawn from PSHE</li> <li>● visiting female elder from the country of origin</li> <li>● being taken on a long holiday to the country of origin</li> <li>● talk about a 'special' procedure to become a woman</li> </ul>	<p>Symptoms of FGM</p> <p>FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.</p> <p>Indications that FGM may have already taken place may include:</p> <ul style="list-style-type: none"> <li>● difficulty walking, sitting or standing and may even look uncomfortable.</li> <li>● spending longer than normal in the bathroom or toilet due to difficulties urinating.</li> <li>● spending long periods of time away from the classroom during the day with bladder or menstrual problems.</li> <li>● frequent urinary, menstrual or stomach problems.</li> </ul>

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	<ul style="list-style-type: none"> <li>● prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return</li> <li>● reluctance to undergo normal medical examinations.</li> <li>● confiding in a professional without being explicit about the problem due to embarrassment or fear.</li> <li>● talking about pain or discomfort between her legs</li> </ul>
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### All professionals, including teachers have a legal duty to report FGM

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

### Peer on Peer abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter", "part of growing up" or "children being children". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Byfleet we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature.

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

The allegation:

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

At Byfleet we will support the victims of peer on peer abuse by *identifying relevant nurture support*.

Sexting

In cases of 'sexting' we follow the guidance given to schools and colleges by the **UK Council for Child Internet Safety (UKCCIS)** published in 2017: '*Sexting in schools and colleges, responding to incidents, and safeguarding young people*'.

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<p>Safeguarding issues raised in this way may include <i>physical abuse, emotional abuse, sexual abuse and sexual exploitation</i>. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.</p>	
<p><b>Radicalisation/Extremism (Prevent Duty)</b></p>	<p><b>Recognising Extremism - Early indicators of radicalisation or extremism may include the below</b></p>
<p>As part of the Counter Terrorism and Security Act 2015, schools have a duty to <i>'prevent people being drawn into terrorism'</i>. This has become known as the 'Prevent Duty'.</p> <p>Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the DSL.</p> <p>The following definitions outlined in KCSIE P89 should be taken into account:</p> <ul style="list-style-type: none"> <li>● <b>Extremism</b> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.</li> <li>● <b>Radicalisation</b> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.</li> <li>● <b>Terrorism</b> is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.</li> </ul> <p>The DSL has received training about the <b>Prevent Duty</b> and tackling extremism and is able to support staff with any concerns they may have.</p> <p>We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.</p> <p>We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain and also considering contextual information about Byfleet. Teaching the school's core values alongside the <b>fundamental British Values</b> supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.</p>	<ul style="list-style-type: none"> <li>● showing sympathy for extremist causes</li> <li>● glorifying violence, especially to other faiths or cultures</li> <li>● making remarks or comments about being at extremist events or rallies outside school</li> <li>● evidence of possessing illegal or extremist literature</li> <li>● advocating messages similar to illegal organisations or other extremist groups</li> <li>● out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)</li> <li>● secretive behaviour</li> <li>● online searches or sharing extremist messages or social profiles</li> <li>● intolerance of difference, including faith, culture, gender, race or sexuality</li> <li>● graffiti, art work or writing that displays extremist themes</li> <li>● attempts to impose extremist views or practices on others</li> <li>● verbalising anti-Western or anti-British views</li> <li>● advocating violence towards others</li> </ul>

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Children missing in education	What do we do at Byfleet?
<p>Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.</p> <p>This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.</p> <p>Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. At Byfleet Primary we monitor attendance carefully and address poor or irregular attendance without delay.</p>	<p>At Byfleet Primary we follow up daily with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for all parents/carers. This is followed up by admin staff and parents are expected to remember to update the school as soon as possible if the numbers change.</p> <p>In response to the guidance in Keeping Children Safe in Education (2019) the school has:</p> <ol style="list-style-type: none"> <li>1. Staff who understand what to do when children do not attend regularly</li> <li>2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).</li> <li>3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.</li> <li>4. Procedures to inform the local authority when we plan to take pupils off-roll when they:             <ol style="list-style-type: none"> <li>a. leave school to be home educated</li> <li>b. move away from the school's location</li> <li>c. remain medically unfit beyond compulsory school age</li> <li>d. are in custody for four months or more (and will not return to school afterwards); or</li> <li>e. are permanently excluded</li> </ol> </li> </ol> <p>We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the the designated Surrey Inclusion Office (previously known as EWO) Byfleet's Senior Inclusion Office is Anita Merritt (<a href="mailto:anita.merritt@surreycc.gov.uk">anita.merritt@surreycc.gov.uk</a>) Direct Tel: 01483 517840</p> <p>Mobile: 07968691737                      Duty line: 01483 517875.</p> <p>When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date onto CPOMS.</p>
Honour-based Violence	Indicators
<p>So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.</p>	<p><b>For FGM indictors please see above</b></p> <p><b>Breast ironing:</b></p> <ul style="list-style-type: none"> <li>● Chest pains or other discomfort</li> <li>● Changes in behaviour</li> <li>● Fear of undressing</li> <li>● Long absences</li> </ul>

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<p>Where staff are concerned that a child might be at risk of HBV, they must contact the DSL as a matter of urgency.</p>	
<p><b>Private Fostering</b></p>	<p><b>What do we do at Byfleet?</b></p>
<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.</p> <p>A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.</p> <p>Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.</p> <p>Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.</p>	<p>Schools have a mandatory duty to report to the local authority (<i>Fostering Service at Quadrant Court, Woking on 01932 794444</i>) where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.</p> <p>School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.</p> <p>On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.</p>
<p style="text-align: center;"><b>Upskirting</b></p>	
<p>The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ 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.</p>	