



# Child Protection and Safeguarding Policy

*This school is committed to safeguarding and promoting the welfare of children and young people  
and expects all staff and volunteers to share this commitment*

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| <b>Governor's Committee Responsibility:</b> | <b>Curriculum, Community &amp; Student Welfare</b> |
| <b>Date Approved:</b>                       | <b>Summer 2018</b>                                 |
| <b>Status &amp; Review Period:</b>          | <b>Statutory /Annual</b>                           |
| <b>Next Review Date:</b>                    | <b>Summer 2019</b>                                 |

## ***Limpsfield Grange Safeguarding Statement***

Limpsfield Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This means that we have a Safeguarding Policy and procedures in place which is available on our website. All Governors, visitors and staff (including supply staff and volunteers) must ensure that they are aware of these procedures. Parents, carers, visitors, and students are welcome to read the Safeguarding Policy which is available on our website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a student's welfare. We will ensure that a concern about a student is discussed (if appropriate) with her and her parents/carers first unless we have reason to believe that such a move would be contrary to her welfare.

### **The Designated Safeguarding Lead (DSL) and Prevent Lead for the school is:**

**Natasha White** (Head of Residential Provision)  
Telephone: **01883 713928** ext. 121  
Email: [miss.white@limpsfield-grange.surrey.sch.uk](mailto:miss.white@limpsfield-grange.surrey.sch.uk)



### **The Deputy Designated Safeguarding Lead (DSLs) in school are:**



**Sarah Wild (Headteacher)**  
[head@limpsfield-grange.surrey.sch.uk](mailto:head@limpsfield-grange.surrey.sch.uk)



**Emma Phillips (Deputy Headteacher)**  
[deputy@limpsfield-grange.surrey.sch.uk](mailto:deputy@limpsfield-grange.surrey.sch.uk)



**Jennie Flint (Deputy Head of Residential Provision)**  
[miss.flint@limpsfield-grange.surrey.sch.uk](mailto:miss.flint@limpsfield-grange.surrey.sch.uk)



**Jo Lillis (Deputy Head of Residential Provision)**  
[miss.lillis@limpsfield-grange.surrey.sch.uk](mailto:miss.lillis@limpsfield-grange.surrey.sch.uk)



**Edwina Kilby (Assistant Head of Residential Provision)**  
[mrs.kilby@limpsfield-grange.surrey.sch.uk](mailto:mrs.kilby@limpsfield-grange.surrey.sch.uk)

If you are concerned about a young person's welfare, please write clear notes (preferably on the appropriate recording form), place in a sealed envelope and ensure that they are received by the DSL or Deputy DSL on the same day who will discuss the contents with you at the earliest opportunity. You can also email any concern you might have to the DSL's. Do not conduct your own investigation.

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is a danger to children), then you should report this in confidence to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher) who will consider what action to take. The Chair of Governors contact details can be found in the staff room on the Safeguarding noticeboard.



## **The Limpsfield Grange Values:**

At Limpsfield Grange we believe in working together to make a difference.

We are a tolerant community; we accept value and understand others.

We care for all members of our community without judgement.

We are responsible for our own learning, behaviour and actions.

We accept that sometimes things go wrong. We work together to take responsibility for our mistakes and for putting things right.

We are a respectful community and we treat others as we would like to be treated, even if they have different views and opinions to our own.

We understand that good behaviour helps us to prepare for life beyond Limpsfield Grange.

We are positive and resilient. We celebrate difference in everything that we do.

We are all proud to be part of the Limpsfield Grange community.

*July 2017*

# Limpsfield Grange School Child Protection and Safeguarding Policy

## Background and rationale

The Child Protection and Safeguarding 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: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' 2016 (From 3.9.18 2018 KCSiE updated DFE guidance), and Surrey Safeguarding Children Board SSCB Child Protection Procedures<sup>1</sup>

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within Limpsfield Grange School to identify, assess, and support those children who are suffering harm.

We recognise that all<sup>2</sup> adults, including temporary staff, volunteers and Governors, have a full and active part to play in protecting our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. All staff 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.

Students and staff involved in child protection issues will receive appropriate and timely support.

## Aims of the policy

The Child Protection and Safeguarding policy aims to:

- Ensure that the welfare of the child is paramount.
- Ensure that all children regardless of age, gender, culture, language, race, disability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- Recognise that all adults, including temporary staff, volunteers, visitors and Governors, have a full and active part to play in protecting our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Demonstrate the school's commitment with regard to safeguarding and child protection to students, parents, Governors and other community partners.
- Support the child's development in ways that will foster security, confidence and independence.
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

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<sup>1</sup> The SSCB Child protection Procedures are only available online at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding)

<sup>2</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

<sup>3</sup><https://www.gov.uk/government/collections/dbs-checking-service-guidance--2>

- 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.
- 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.
- Emphasise the need for good levels of communication between all members of staff and the wider school community.
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected harm and abuse.
- Develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 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<sup>3</sup>) and a single central record is kept for audit.

### **Scope**

The Child Protection and Safeguarding policy applies to all students, staff, parents, Governors, members of the wider school community, volunteers; residents; groups and individuals who hire our facilities; visitors, contractors and any other children or adults who have occasion to visit Limsfield Grange School.

### **Terminology**

Safeguarding and promoting the welfare of children is defined as:

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

**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.

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

**Child/student** includes everyone under the age of 18.

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

### **Values**

- We recognise 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.

- We 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.
- We 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.

**Our school 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 a caring, safe and positive environment within the school.
- Responding sympathetically to any requests for time out to deal with distress and manage anxiety.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern. Maybe add informing the social worker if there is one or make a referral to MASH.
- 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 these are forwarded as a matter of priority.
- Ensuring children are taught to understand and manage risk through our person, social, health and economic education delivered through our Live Life Well programme, Staying Safe Program in Residential provision, through the delivery of our Relationships and Sex Education programme and through all aspects of school life, including online safety.

**Prevention / Protection**

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including Live Life Well and Staying Safe Program in Residential, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include Relationship and Sex Education, online safety, and road safety.
- Ensure all staff are aware of and have signed Acceptable use of Technology Code of Conduct and have read the Online Safety policy Staff Behaviour Policy regarding their use of mobile devices and technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## **Safe School, Safe Staff**

We will ensure that:

- All staff receive information about the school's safeguarding arrangements, the school's Safeguarding Statement, Staff Behaviour policy, Child Protection & Safeguarding policy, the role and names of the Designated Safeguarding Lead and deputies, and Keeping Children Safe in Education part 1 and annex A on induction.
- All staff receive safeguarding and child protection training at induction in line with advice from Surrey Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates via email and staff meetings, as required, but at least annually.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns.
- All staff and Governors have annual child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The Child Protection and Safeguarding policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the Headteacher's newsletter and school website.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection & Safeguarding policy and reference to it on the school's website.
- The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working plans.
- Our Lettings policy will seek to ensure the suitability of adults working with children on school sites at any time. Clarify
- Community users organising activities for children are aware of the school's Child Protection & Safeguarding policy, guidelines and procedures.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2016 and will sign to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance.

## **Roles and Responsibilities**

All members of the Governing Body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection & Safeguarding policy together with a Staff Behaviour policy.
- Child Protection, Safeguarding, Recruitment and Whistleblowing policies and procedures, including the Staff Behaviour policy, are consistent with Surrey Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection & Safeguarding policy is publically available on the school website.
- Ensures that all staff including temporary staff and volunteers are provided with the school's Child Protection & Safeguarding policy and Staff Behaviour policy.



- All staff have read Keeping Children Safe in Education (2016) (From 3.9.18 2018 KCSiE updated DFE guidance) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- Safeguarding student's statement is clearly visible to all visitors to the school.
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- The school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A member of the Governing Body, the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- A member of the Senior Leadership Team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- On appointment, the DSL and deputies undertake interagency training (SSCB Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years.
- All other staff have safeguarding training updated as appropriate.
- At least one member of the Governing body has completed safer recruitment training to be repeated every five years.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education delivered through our Live Life Well programme, through Relationship and Sex Education (RSE) and Staying Safe Program in the Residential provision.
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks (without barred list checks, unless the Governor is also a volunteer at the school) are in place for all Governors.
- Any weaknesses in Child Protection are remedied immediately.

**The Headteacher will ensure that:**

- The Child Protection & Safeguarding Policy and procedures are implemented and followed by all staff at all times.
- Sufficient time, training, support, resources, including cover arrangements where necessary, are allocated to the DSL and deputy DSLs to carry out their roles effectively,

including the assessment of students and attendance at strategy discussions and other necessary meetings.

- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- That students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- They liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

### **The Designated Safeguarding Lead;**

- Holds ultimate responsibility for safeguarding and child protection in the school.
- Acts as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourages a culture of listening to children and taking account of their wishes and feelings.
- Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually.
- Will refer a child if there are concerns about possible abuse, to the Surrey MASH Team, and act 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).
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral.
- Will ensure that all such records are kept confidential, stored securely and are separate from student records, until the child's 25th birthday.
- Will ensure that an indication of the existence of the additional file in above is marked on the student records.
- Will ensure that when a student leaves the school, a copy of their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and that confirmation of receipt is obtained.
- Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children.
- Has a working knowledge of SSCB procedures.
- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents.
- Will ensure that any student currently with a Child Protection Plan who is absent in the educational setting without explanation for one day is referred to their Social Worker.

- Will ensure that all staff sign to say they have read, understood and agree to work within the School's Child Protection & Safeguarding policy, Staff Behaviour policy and Keeping Children Safe in Education Part 1 and annex A and ensure that the policies are used appropriately.
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Will contribute to and provide, with the Headteacher and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Education Safeguarding Team at Surrey County Council.
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate.
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

### **The Deputy Designated Safeguarding Leads**

Deputy Designated Safeguarding Leads are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL one of the deputies will assume all of the functions outlined above.

### **All Staff**

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- Consider, at all times, what is in the best interests of the child.
- Know how to respond to a student who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015).
- Will refer any safeguarding or child protection concerns to the DSL or deputy DSL, one of which is always onsite or on call, or if necessary where a child is at immediate risk to call the police or Children's Social Care.
- Are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.
- Will provide a safe environment in which children can learn.
- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.

### **Confidentiality**

- Limpsfield Grange School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm, the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSL or deputy DSLs will only disclose information about a child to other members of staff on a need to know basis.
- The school 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.

### **Child Protection Procedures**

Abuse and neglect are forms 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 the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendices 1 and 2.

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "*it could happen here*".

There are also a number of specific safeguarding concerns that we recognise our students may experience:

- Missing from education
- Child missing from home or care
- Child sexual exploitation (CSE) (see Appendix 3)
- Bullying including cyberbullying
- Domestic abuse (see Appendix 5)
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) (see Appendix 4)
- Forced marriage (see para 16)
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health difficulties

- Private fostering
- Radicalisation (see Appendix 6)
- Youth produced sexual imagery (sexting)
- Teenage relationship abuse
- Trafficking
- Peer on peer abuse
- Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and youth produced sexual imagery (sexting) put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.
- We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

### **If staff are concerned about a child's welfare**

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on an Expression of Concern Form and pass it to the DSL or email their concerns to the DSLs on the same working day. They may also discuss their concerns in person with the DSL but the details of the concern should also be recorded in writing on the aforementioned form.
- There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- Limpsfield Grange School recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the student if they are OK or if they can help in any way.
- Staff should use the Expression of Concern Form to record these early concerns and give the completed form to the DSL on the same working day. Staff can also email the DSL or deputy DSLs with any concern that they have.
- It is best practice to keep original notes from any discussion with students and attach these to the completed Cause for Concern form.
- Following an initial conversation with the student, if the member of staff remains concerned they must discuss their concerns with the DSL and put them in writing.
- If the student reveals that they are being harmed, staff should follow the advice below regarding a student making a disclosure.

### **If a student discloses to a member of staff**

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the student staff will:

- Listen to what the child has to say and allow them to speak freely.
- Remain calm and not respond in a shocked or disgusted way– the student may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.
- Not be afraid of silences – staff must remember how difficult it is for the student and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.
- Avoid jumping to conclusions, speculation or make accusations.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next.

If a student talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff must record their conversation immediately on the Expression of Concern Form in the child’s own words. Staff should make this a matter of priority. The record should be signed and dated and the time noted, the member of staff’s name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL or one of the deputy DSLs on the same day.

### **Notifying Parents**

Limpsfield Grange will normally seek to discuss any concerns about a student with a students’ parents. This must be handled sensitively and the DSL or deputy DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children’s Social Care.

Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

## **Making a referral**

Concerns about a child or a disclosure should be discussed with the DSL or deputy DSL who will help decide whether a referral to Children's Social Care, early help or other support is appropriate in accordance with Surrey Safeguarding Children's Board Levels of Need document.

If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If after a referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL or one of the deputy DSLs, the DSL should be informed as soon as possible.

## **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.

We will support such staff by providing an opportunity to talk through their experience with the DSL and deputy DSLs and to seek further support as appropriate.

## **Children who are particularly vulnerable**

Limpsfield Grange School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's difficulty or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

To ensure that all of our students receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation
- At risk of forced marriage
- At risk of being drawn into extremism

**The promotion of respect, tolerance and socially acceptable behaviour and developing responsible citizens including online socially acceptable behaviour and cybercrimes**

Our school policy on anti-bullying has been reviewed and is now named "*Guidance on the promotion of respect, tolerance and socially acceptable behaviour and developing responsible citizens*" 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, disability based, transphobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the Governing Body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in our Live Life Well programme.

**Racist Incidents**

Our Behaviour policy acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.



## **Radicalisation and Extremism**

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

Extremism is defined as '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.

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

Limpsfield Grange School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism<sup>9</sup>

<sup>9</sup><https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Limpsfield Grange School 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, extremist Animal Rights movements and those promoting extremist views of self-harm and suicide or pro-anorexia.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6. Has everyone?

Limpsfield Grange School has Prevent Risk Assessment in place, and the Prevent Action Plan forms part of the School Improvement Plan which is updated and reviewed regularly.

Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British values as part of SMSC (Spiritual, Moral, Social and Cultural education) in Schools (2014).

The school Governors, the Headteacher 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, Guidance on the promotion of respect, tolerance and socially acceptable behaviour and developing responsible citizens and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. 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 and ask to speak to the Surrey Police Prevent Coordinator. The Department of Education has also set up a dedicated telephone helpline for staff and Governors to raise concerns around Prevent (020 7340 7264).

### **Domestic Abuse**

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, and 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.

Slapping, punching, being hit with items, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

Limpsfield Grange School is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day morning our key adult/deputy key adult is notified of all domestic abuse incidents that have occurred in the previous 24 hours which involved a student at Limpsfield Grange School. (72 hours on a Monday morning). This allows us to provide the right support at the right time for our students who are experiencing domestic abuse.

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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 activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Limpsfield Grange School is aware there is a clear link between regular school absence and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the Surrey Safeguarding Children's Board CSE Screening Tool on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact Surrey MASH and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

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

Limpsfield Grange School includes the risks of sexual exploitation in the Live Life Well programme and Relationships and Sex Education curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

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

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons in Limpsfield Grange School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per Limpsfield Grange School's child protection & safeguarding procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long

holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

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

### **Forced Marriage**

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

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

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

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 200 7008 0151 by the DSL or deputy DSL

### **Honour-based Violence**

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

Honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

### **One Chance Rule**

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

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

### **Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

- Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- Limpsfield Grange School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Surrey Children's Social Care of the circumstances.

### **Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and neglect. Limpsfield Grange School ensures that staff have the necessary skills and understanding to keep Looked after Children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for Looked after Children and the DSL have details of the child's social worker and the name and contact details of the Surrey County Council's Virtual School assistant Head for children in care.

The Designated Teacher for Looked after Children works with the Virtual School Assistant Head to discuss how Pupil Premium Plus funding can be best used to support the progress of Looked after Children in the school and meet the needs in the child's Personal Education Plan.

### **Children Missing Education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The SENCO together with SENCO Assistant will monitor unauthorised absences and take appropriate action, in conjunction with the DSL, including notifying the Local Authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities and Surrey County Council Safeguarding Children Missing Education Policy 2017.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### **Online Safety**

Our students increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, snapchat and oovoo and for online gaming.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Limpsfield Grange School has an Online Safety policy which explains how we try to keep students safe in school and how we respond to online safety incidents (See flowchart, Appendix 7).

Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school Online Safety Co-ordinator is Sam Janaway

### **Peer on Peer Abuse**

In most instances, the conduct of students towards each other will be covered by our Behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Limpsfield Grange School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.

- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others (For more information, please see Appendix 2).
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. being sexually touched/assaulted or being subjected to initiation/hazing type violence).

Limpsfield Grange School aims to reduce the likelihood of peer on peer abuse through:

- The established ethos of respect, friendship, courtesy and kindness;
- High expectations of behaviour;
- Clear consequences for unacceptable behaviour;
- Providing a developmentally appropriate PSHE curriculum delivered through our Live Life Well program and Staying Safe Program in the Residential provision which develops students’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- Systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed;
- Robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk, addressing any risks both during the school day and in the Residential setting.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Limpsfield Grange School will also educate students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL(s) using Limpsfield Grange School’s child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children’s Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a student’s behaviour negatively impacts on the safety and welfare of other students then safeguards will be put in place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.

### **Youth produced sexual imagery (sexting)**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/police if;

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.



- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement the DSL will consider if;

- There is a significant age difference between the sender/receiver;
- There is any coercion or encouragement beyond the sender/receiver;
- The imagery was shared and received with the knowledge of the child in the imagery;
- The child is more vulnerable than usual i.e. at risk;
- There is a significant impact on the children involved;
- The image is of a severe or extreme nature;
- The child involved understands consent;
- The situation is isolated or if the image been more widely distributed;
- There other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or Children's Social Care. Otherwise, the situation will be managed within the school.

The DSL(s) will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

### **Allegations against staff**

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.

All Staff 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 devices by staff and volunteers will be given at induction

We understand that a student may make an allegation against a member of staff or staff may have concerns about another staff member.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Headteacher first.

The school will follow the Surrey procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education and the school's Whistle Blowing policy.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as 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.

Staff, parents and Governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

### **Whistle-blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistle Blowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff in the staff room on the Safeguarding noticeboard.

## **Use of Reasonable Force**

The Department of Education has provided non statutory guidance (July 2013) to provide clarification on the use of force. All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent students from committing a crime, hurting themselves or others, from damaging property or from causing disorder. This may include removing disruptive students from the classroom where they have refused to follow an instruction to do so, prevent a student from behaving in a way that disrupts a school event or school visit, prevent a student from leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others, prevent a student from attacking another student or a member of staff or restraining a student at risk of harming themselves through a physical outburst. In addition to the general power to use reasonable force, it may be used as is reasonable given the circumstances, to conduct a search for prohibited items listed in the previous section.

## **Monitoring and Evaluation:**

The Curriculum, Community and Student Welfare Governor sub-committee have responsibility for reviewing and monitoring this policy. This policy will be monitored for effectiveness through lesson drop ins and observations of unstructured time, regular visits from the Chair of Governors; Safeguarding Governor; the Residential Governor, Governors Tea Parties; through the Headteacher's termly report to Governors, through staff meeting hot topics sessions, and weekly SLT meetings.

## **Related policies and documents:**

- Acceptable use of Technology Code of Conduct
- Behaviour Policy
- Complaints Policy & Procedures
- Complaints Guidance for Students
- Equalities Policy
- Guidance for the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens (previously known as the Anti Bullying Policy)
- Health and Safety Policy
- Lettings Policy
- Lone Working Procedures
- Missing Student Policy
- Online Safety Policy
- Prevent Risk Assessment
- Recruitment and Retention Policy
- Speaking Out & Whistle-Blowing Policy
- Staff Behaviour Policy
- Student Health and Medication Administration Policy
- Surrey Safeguarding Children Board (SSCB) Child Protection Procedures
- Staff Behaviour Policy

**Review**

The Governing Body of Limpsfield Grange School adopted this policy on:

It will be reviewed on:

Signed

Dated

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## Appendix 1

### Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including Child Sexual Exploitation)
- 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
- Scapegoating 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

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

#### 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, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
  - Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods



## **Appendix 2**

### **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. 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 to assist in identifying and responding appropriately to sexual behaviour is available from the Brook Sexual Behaviours Traffic Light Tool. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

### **Appendix 3**

#### **Child Sexual Exploitation**

Staff should refer to Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' (2017) for comprehensive guidance on 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:

- Going missing from home or school
- Regular school absence/truanting
- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual 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.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

## **Appendix 4**

### **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 Leon, Egypt, Nigeria, Eritrea 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 make a referral to children's services.

## Appendix 5

### 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 6

### Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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.*
3. 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.
4. 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.
5. Students 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.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / student 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 / student’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 / student 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 / students 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.

8. 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.

[The Prevent Duty](#)



# What to do if you have an online safety concern:

**A concern is raised**

Refer to the DSL if concerns are about a child  
Refer to Headteacher if concerns are about staff  
Refer to Chair of Governors if concerns are about the Headteacher

If concerns are about staff or headteacher refer to LADO before taking any further action

What type of activity is involved?  
(Use screening tool/e-safety legal framework)

**Incident closed**  
(Is counselling or advice required?)

Who is involved?

**Child as instigator**

**Child as victim**

**Staff as victim**

**Staff as instigator**

Establish level of concern.  
(Screening tool)

Establish level of concern.  
(Screening tool)

Establish level of concern.  
(Screening tool)

Establish level of concern.  
(Screening tool)

DSL to consider need for CP referral

If appropriate, disconnect computer, seal and store.

Other children involved?

**Yes**

**No**

In-school action:  
DSL,  
Head of ICT, senior manager.

Counselling  
Risk assessment

**School disciplinary and child protection procedures**  
(possible parental involvement)

Potential illegal or child protection issues?

**Yes**

SSCB Child Protection Procedures refer to LADO

**Possible legal action**

**Possible legal action**

- Updated May 2019 - Natacha White, Designated Safeguarding Lead & Head of R  
Duty LADO: 0300 200 1006 (Local Authority Designated Officer)  
Children's Services Area Teams

**Lead DSL:** Natasha White

**Deputy DSLs:**

Emma Phillips

Jennie Flint

Sarah Wild

Jo Lillis

Edwina Kilby

## Appendix Eight

### County Lines

#### The Facts

##### **What is 'County Lines'?**

There is no official definition for County Lines but it is a term used to describe the circumstances, where a gang originating from a large urban area travel to smaller locations such as a county or coastal town to sell class A drugs. Gangs typically recruit and exploit children and young people for various roles within the drug supply chain.

County Lines is a major child safeguarding concern and many believe that in some areas, the level of exploitation by organised gangs, is on par with recent major child sexual abuse scandals. How widespread and prevalent the problem may be, is still not fully understood. However, a 2016 report by the National Crime Agency (NCA) identified that 71% of police forces had established county lines activity within their areas. A further 12% reported emerging issues. This clearly presents a huge safeguarding challenge requiring a robust multi-agency response.

##### **Is County Lines the same as belonging to a gang?**

Whilst it is easy to think of these groups as the same as or similar to Urban Street Gangs, county lines drugs supply is often a complex and highly organised criminal network.

##### **How does it work?**

The set-up is simple and operates on a relay system. The group identifies a secure base in a rural or coastal area. They take control of the local drug market and at street level they distribute their own mobile telephone number amongst the drug users within the area and market their own drugs. A principal member of the network based in the groups 'home area' has control of the dedicated mobile number. Local drug users call the principal and place their order. The principal then calls a runner at the secure base in the rural area 'and dispatches the runner to make the delivery and collect the money. The benefits of moving into a rural setting include, exploiting the potential gap in the local drug market, less able and organised opposition, operating in an area where the local police will not recognise them.

##### **How do they identify the rural locations?**

Factors that contribute to a successful market are areas that suffer from deprivation, poverty, high levels of unemployment and crime. Usually a member of the group will reconnoitre a potential area in advance to research the local drugs trade and ensure that they have an 'easy market', e.g. considerable number of customers (users), minimal law enforcement presence and lack of competition from local dealers.

In 2014/15 the NCA estimated that the areas affected by county lines were:

- coastal towns – 42% (57% if towns near but not on the coast were counted);
- market towns - 15%;
- commuter towns near London – 15%

The remaining locations were distributed between cities and towns. Most recently the NCA has identified that towns where prisons are located and to where gang members have been incarcerated, may have led to visitors identifying the surrounding location as potential market places.

### **How do they identify and secure premises in the rural area?**

Identifying safe and secure bases is an essential ingredient of a successful county lines drug supply network. Usually the group will identify more than one address within the area to operate from. Having multiple premises enables the group to move around and therefore minimises the chances of coming to the attention of the local police. There is evidence that several locations may be used for different reasons, e.g. one addresses used to deal from, whilst another is used as a 'crash pad' for runner's. Common terminology amongst professionals for these types of premises are 'trap house 'or 'safe house'.

'Cuckooing' is the term used where a group identifies and takes over the address of a vulnerable person. Groups will target local drug addicts, people with mental health or learning issues, people with disabilities and often vulnerable females. A common method with local drug users is that they are supplied or paid with free drugs (sweeteners), therefore building up a drug debts that can't be paid off. The user then has no choice but to turn over their address for the group to use. Drug users will often find themselves also being forced to be drivers or as low-level runners as part of their debt bondage. The use of adult females within the set-up is common with many entering willingly into relationships with gang members. They allow their home to be used, hold firearms and drugs, rent hire cars, book hotels and travel. Whilst they may have initially entered freely into the relationship, many of the women find themselves subjected to physical, mental and sexual violence. The overriding common theme is that whatever the vulnerability of the person, the subsequent enforcement of that person is through the use or threat of intimidation and violence.

A quick word on hotels – these are not favoured by group and are seen as a short-term option. They may initially use them when first arriving in the area, but this will cease once they have identified suitable locations from which to operate. Using hotels poses a potential risk as they may stand out and are more likely to come to the attention of hotel staff and subsequently the police.

### **Where do these groups/gangs come from and how are they structured?**

The 2016 NCA report 'County Lines Gang Violence, Exploitation & Drug Supply' report recorded that 85% of areas surveyed encountered gangs from London. However, whilst gangs from London were the most prevalent, gangs from other major cities such as Liverpool, Manchester and Birmingham were also very active.

### **What is the 'line'?**

The line is the telephone number that the users call to obtain their drugs. It is heavily marketed as a brand by the dealers and is the vital element in the drug supply chain. Whilst individuals in criminal networks and gangs change their mobile phones regularly to avoid detection by the law enforcement agencies, the 'line' does not change that frequently. To do so is bad for business and a line can often be open for years. Because it is so valuable to the collective business, it is often closely guarded and only given to trusted individuals. It is normally kept well away from the area where the drug supply is taking place, usually in the groups home area. The phone line to the local dealers and runners directing them to meet and sell to the users is often a second line and not the principle number. Dual SIM phones are also used. Whereas runners and trap houses are expendable and often changed, the phone line isn't. Therefore, their worth is immense with recent estimates on very active lines, placing value anywhere between £20 and £35K. Anything worth that much money is obviously valuable to other rival criminal networks, and likely to be targeted. The consequences for anyone losing the line may well be extreme acts of violence or even death.

### **What types of drugs do they sell?**

Whilst County Lines can involve many diverse types of drug, overwhelmingly it is the supply of Class A drugs - Heroin and Crack Cocaine. The client base for so called 'recreational' or 'party' drugs' such as MDMA (ecstasy), cocaine and amphetamine do not appear to be favoured by county lines networks. Whereas 'party' drugs are mainly supplied within the night time economy (clubs and pubs) to an often-young clientele with professional backgrounds, County Lines supply focuses more on the street trade, those addicted to hard drugs, with deals taking place on estates, in parks and on street corners.

### **How do they find the buyers?**

Research has shown that these criminal networks are adept at marketing and building their business. The NCA have also collated information which seems to suggest that some gangs are purposely reducing the dilution of the drugs; therefore, selling a higher purity of crack cocaine and heroin, as a tactic to uphold their reputation and market dominance. In a move that would make most advertising agencies proud, some groups give extra away, supplying bags or wraps that are heavier than the local drug dealers, offering discounts to those that buy in bulk or as an introductory offer providing 'buy one – get one free' deals. There is evidence to suggest that some groups circulate business cards, not in the form that we are familiar with, but as strips of paper with the line name and number on it. There is also some indication that lines operate a franchise system, where the lines are different in various areas, but the brand (purity of drug) and where it originates from, are always the same.

### **How much does a network earn?**

The profit margins for these groups are huge. Estimates between law enforcement agencies differ slightly but generally an active single line can gross between £2,000 and £3,000 per day (£14-£21K a week). Whilst this is a single line, it is common for networks to have multiple lines in various locations. It is also common for an established line to have more than 10,000 incoming communications a month and a group may run multiple lines in different areas. Recent NCA figures estimate that 1 ounce (28 grams) of heroin has a likely street value when sold of £10 (0.1 gram) bags - approximately £2800. The cost to buy equates to anywhere between £600 and £800.

### **How do they recruit and exploit young people?**

The exploitation of young people is a common factor with the 2016 NCA report '*County Lines Gang Violence, Exploitation & Drug Supply*' reporting that 80% of areas surveyed saw the exploitation of children by gangs. Children as young as 11 can be recruited with the most common age being 15 -16. Gangs typically recruit and exploit vulnerable young people using:

- coercion
- deception
- intimidation and threats
- violence
- debt bondage
- grooming

Whilst most initial contact is carried out on the street and in schools, groups have been known to use social media to entice young people in. Whereas some young people are attracted by the promise of large amounts of cash, mobile phones, haircuts, top of the range watches, clothes and trainers, the reality is starkly different. Once part of the network young people are in a highly exploitative situation, often working long hours for little or no wages. Typically, a young person can expect to earn as little as £50 per week.

### **What are the dangers for young people?**

Involvement in county lines exposes a young person to potentially violent situations, involves them in serious criminal offences and significantly increases the chances of a young person using drugs. Offending and substance misuse can have a long-term and potentially life long impact on a young person's ability to reach their potential. Exploitation can cause trauma, mental and physical health issues.

A criminal network is vulnerable to rival groups and consequently there is the potential for a young person to be involved in violent offences to protect the drugs and the group territory. A group may challenge or face a threat from an existing group in the local area or a rival county lines network. Threats, violence and kidnappings are commonplace, often used to secure dominance in the area or the enforcement of drug debts and the removal of rivals. Where a member is attacked or territory is invaded, there is often a collective response and retaliations can escalate quickly and violently. Young people are at significant risk of witnessing and experiencing acts of extreme violence, rape, torture and murder. They also face the prospect of losing drugs or money, either to rival gangs or the police if arrested. Often it is advantageous for the group to have a young person owe them a drug debt, as a means of control. Some have been known to arrange or carry out a staged robbery on one of their own runners, so the runner becomes indebted. It is common for young people to have their own phone taken away from them to isolate them further from the life they have left behind. Where young people do want to break free, it is often difficult because of intimidation and threats towards the young person and their families.

Living the life of a runner can affect a young person's physical and mental health. Unhygienic, unsafe environments, poor nutrition, drug/substance misuse and injuries from assaults can all have a negative effect on health. Exposure to extreme acts of violence, together with the pressures of living in fear of being caught by the police or attacks by rival groups, all heighten young people's chances of developing mental illness such as depression, post-traumatic stress disorder, personality disorders, and anxiety.

### **How do they travel?**

The group will use methods of transportation that are difficult for law enforcement agencies to track preferred methods of transport are:

- rail network – used mainly by runners who are known to stop short of the mainline station at their point of destination in order that they don't come to the attention of the local police. They may use a little used station and then complete the journey by other means e.g. taxi;
- hire cars – their use is normally limited to principle members or driven by vulnerable adults used by the group;
- bus and coach services;
- taxis - usually booked to a nearby location to prevent identification of addresses.

### **The Indicators**

Certain groups of children are more vulnerable and therefore more likely to be drawn into county lines. It is essential that professionals working with children and vulnerable adults know how to identify those at risk of county lines exploitation. We advise you to read our vulnerability indicators section in the 'Young People at Risk of Gang Involvement' part of our website, as many of the identifiers for county lines mirror those of gang involvement. Below are a few factors that are indicative of county lines:

**Looked After Children (LACs)** - are at increased risk. Both groups and individuals appear to hold a view that LAC's will be treated more leniently and less likely to be given custodial sentences than non-LAC children. LAC's with independent accommodation are sometimes targeted in order to use their home as a secure base.

**Children not known** – Whilst groups do use LACs, they will also target children who are not known to services, come from good families and who have no previous convictions. These children are far less likely to come to notice of the authorities straightaway.

**Missing Children** – either from local authority accommodation or home. Whilst most children are reported missing from care, efforts should be made to identify children who have gone missing from home but who have not been reported to police. A significant indicator are children who go missing from home for extended periods of time (often weeks) as opposed to regular repeat short term episodes (although this cannot be discounted).

**Located in a rural location** – children who are located a long way from home. Often this may be a place they have come to police attention e.g. children arrested in possession of drugs.

**Lifestyle changes** – young people who have new clothes, trainers, bling, phones, watches or substantial amounts of cash that they cannot account for. Many groups use a system whereby the young person pays the cash received from the deal, straight into a bank account. This account may be held by the young person, by a relative or simply be in a false name. The cash is quickly drawn out of the account via a cash point by principle members far from where it was paid in. Young people are also known to hide substantial amounts of money in their rooms or about their person. There is evidence that many children are aware of the Proceeds of Crime Act.

**Ethnicity** – groups appear to use young people who reflect the ethnic profile in the host county as they are less likely to be stopped by the police. There is some unsubstantiated evidence to suggest that young white people are chosen for coastal towns because they are less likely to stand out and therefore less likely to be targeted by police.

### **What You Can Do**

Children who become involved in county lines will almost undoubtedly be caught up in other safeguarding issues – drugs, criminality, trafficking, modern slavery, exploitation (possibly sexual) and gangs. It is extremely important that you as an individual have an understanding of county lines. It is often described by experts as a phenomenon, presumably because of its dictionary definition - *'a fact or occurrence which is not fully understood'*. It is our view that county lines stopped being a phenomenon some time ago and is a very real threat to not only young people, but the wider public. In London certainly, some of us hold the view that the level of exploitation by organised gangs, is on par with recent major child sexual abuse scandals. It requires a multi-agency response with organisation's sharing a collective responsibility to deal with the community impact of drug culture, violence and criminality, whilst ensuring that the primary consideration will always be the protection and safety of the child. The emphasis should be on prevention and creating positive changes and diversions in a young person's life. Because there are many similarities to gang involvement in this section we will focus specifically on raising awareness and knowledge so that the problem of county lines is fully understood. We recommend that you also read our 'what you can do section' on our Gangs and CSE pages, given that many of the tactics to prevent and divert young people away from county lines are similar to exploitation associated with Gangs and CSE. You may also find our Missing and Modern Slavery pages of interest too, such is the crossover.

Given the similarity with CSE it is maybe an apt time to remind ourselves of some of the bad practices that came out of those horrific cases as there is a danger that county lines young people may be incorrectly viewed in the same way:

- a perception that the child had brought in on themselves and was therefore blamed for their circumstances;
- an unwillingness to believe the child;
- professionals not caring;
- a view that a child deliberately put themselves at risk – ‘a lifestyle choice’;
- the child being seen as difficult and troublesome, particularly when engaging with professionals;
- ‘not willing to accept support’;
- a child seen as ‘streetwise’ and able to look after themselves;
- children found in potentially exploitative situations not being removed by police;

Missing - where there is a young person you suspect has gone missing and is involved in county lines you can:

- Review the missing episodes. Look at the pattern. Is the child a regular missing person and if so is there a change? We often find there is! Most missing children return within 24 hours and pretty much all by 48 hours. Is this child going for unusually extended periods? Is it unusual for a child to be gone for several weeks? What means do they have of looking after themselves? Where could they possibly be securing shelter, food and cash?
- Look at where they are located. County Lines children are less likely to “return of their own accord”. Have they been found or discovered in a rural location that they have absolutely no ties to? What are the circumstances they were they found in?
- Social Media – can this tell you anything. Most kids are secretive around their social media (see our CSE section) but some like to advertise their ‘bling’ and cash for others to see. Some are so brazen we have seen them pose with wads of cash in one hand, a bottle of Moët in another, and a pistol tucked into their belt;
- When they return are they tired, dirty, unkempt?
- Are they stressed, frightened, panicky. It could be that they have lost the drugs or money and fear retribution;
- Know your ‘lingo’ – kids use terms such as “gone country”, “OT” (out there), “Going up country” or “countch”. Whether they are talking to friends or carers, listen out for these types of comments in general chat. Language is important;
- Remember the cash factor – we know a lot of young people don’t get paid a great deal. However, some do carry cash (not necessarily their own). Are they in possession of cash they can’t account for? Are they hiding cash in their room or has substantial amounts been paid into a bank account they hold? Have they recently opened an account?
- What is the young person saying – most will be secretive and hostile when asked for information on where they have been, their movements and associations. Others will be more open, revealing titbits of information, particularly to other young people. Listen in on the conversation where possible. Who are they talking about? – vehicles, associates, locations. Record locations, names (usually nicknames or first names);
- If the child is accommodated then part of that information gathering falls to the carer. Does the carer have an insight into County Lines and know what to look out for?
- Who are their associates? Are they collected by anyone? Have they ‘friends’ significantly older?
- Do they still have the same phone? If not, then why not and what’s happened to their old one. Is it a downgrade from the one they had?
- Are they keeping in regular contact - be it with a parent, carer, social worker, police missing person unit? Professionals should be alert to the fact that regular contact doesn’t necessarily mean that the child is safe. We see many examples of missing children who are in exploitative situations, far from home, who are then allowed access to phones to make



monitored calls home. For many professionals that phone call gives a false sense that a child is okay and it is only a matter of time before they return. This is what the exploiter wants us to think and why they were allowed to make the call.

It is best practice for police missing person units to carefully assess all missing children reports to establish whether children are involved in county lines. This should include cross border checks with neighbouring areas. We would suggest that given the dangers and exploitative nature of county lines, where a child is missing and believed to be involved, then consideration should be given to classing them as a High Risk missing person.

Where a professional believes a child to be involved in County Lines, there should be no delay in making a safeguarding referral using the local areas agreed pathway process.

## Appendix Nine

Further advice on child protection is available from:

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

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

CEOPS Thinkuknow: <https://www.thinkuknow.co.uk/>

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

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

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents)  
<https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>



## Appendix Ten

### Limpsfield Grange School Expression of Concern Form

|   |        |
|---|--------|
| Discussion took place between (staff and students)                          |        |
| Date, time and location of discussion                                       |        |
| Circumstances leading up to discussion                                      |        |
| Main points of discussion:  |        |
| Signed:   | Dated: |
| Expression of Concern Form passed to the DSL / Deputy DSL on _____ at _____ |        |
| Action required from DSL / Deputy DSL                                       |        |
| DSL / Deputy DSL update (include times and dates)                           |        |
| Signed & dated DSL / Deputy DSL   |        |

Skin maps attached: Yes/no

## Appendix Eleven

### Confirmation of compliance

I hereby confirm that I have read, understood and agree to comply with Limpsfield Grange Schools Child Protection and Safeguarding Policy.

I am clear in my responsibilities in recording and reporting my safeguarding concerns to a DSL.

I confirm that I have read and understood 'Keeping children safe in education Part 1: Information for all school and college staff' DFE guidance September 2016. (Note: from 3rd September 2018 understood 'Keeping children safe in education Part 1: Information for all school and college staff' updated DFE guidance link below)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550499/Keeping\\_children\\_safe\\_in\\_education\\_Part\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/707688/Keeping\\_Children\\_Safe\\_in\\_Education\\_-\\_Part\\_1\\_-\\_September\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707688/Keeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf)

Print Name \_\_\_\_\_

Sign \_\_\_\_\_

Date \_\_\_\_\_

Position/Post Held \_\_\_\_\_

Once completed, signed and dated, please return this form to the Designated Safeguarding Lead, Natasha White.