Warlingham School
& Sixth Form College

Wide Horizons
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DRAFT
WARLINGHAM CHILD PROTECTION AND SAFEGUARDING POLICY

Reviewed: Guidance 2026, effective from September 2026

Keeping children safe in education 2026 (comes into force from 1 September 2026)

Safeguarding Governor	Jacquline Faulkner Louise Marriage
Designated Safeguarding Lead	Emma Tindall
Status & Review Cycle	Statutory Annual
Next Review Date	September 2027

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School Key Personnel Contact Details

Designated Safeguarding Lead (DSL) is:

Name: **Emma Tindall**
Email: DSL@warlinghamtlt.co.uk

Phone number: 01883 624067

Deputy DSLs :

Deputy DSL team:
When the school DSL is absent from school, either **Joanne Tighe** or **Paul Kinder** will act as DSL
Joanne Tighe - Senior DDSL/Strategic Bridge Lead Email: j.tighe@warlinghamtlt.co.uk
Paul Kinder – Senior Deputy Headteacher – Email: p.kinder@warlinghamtlt.co.uk
Stewart Strachan – Assistant Headteacher - Email: s.strachan@warlinghamtlt.co.uk
Beth Hunt – SENDCO - Email: b.hunt@warlinghamtlt.co.uk
Robert Leay – 6th Form - Email: r.leay@warlinghamtlt.co.uk
Rebecca Howe – 6th Form - Email: r.howe@warlinghamtlt.co.uk
Alex Payne – Head of Year 11 - Email: a.payne@warlinghamtlt.co.uk *(Maternity Leave)*
Megan Ward – Head of Year 10 – Email: m.ward@warlinghamtlt.co.uk
Ross Pizzey – Head of Year 9 – Email: r.pizzey@warlinghamtlt.co.uk
Assia Djelladj – Head of Year 8 -Email: a.djelladj@warlinghamtlt.co.uk
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Key contact information:
Name: **Paul Foster** – Headteacher - Email: p.foster@warlinghamtlt.co.uk
Name: **Jacqueline Faulkner** the Chair of Governors – Email: j.faulkner@warlinghamtlt.co.uk
Name: **Rebecca Plaskitt** – Chief Executive Officer – Email: r.plaskitt@tandridgelearningtrust.co.uk

Terminology

Safeguarding and promoting the welfare of children

Is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- 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.

Early Help

Means the providing support as soon as additional needs and support emerge at any point in a child's life. This could be from universal services and community based Early Help or the targeted early help level of Family Help.

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

Includes everyone under the age of 18 and applies to students at our school; however, the policy will extend to visiting children and students from other establishments. As we have a 6th form college this applies to all students within the college.

Parents

Refers to birth parents and other adults who are in a parenting role, e.g. step-parents, foster carers, adoptive parents and those adults caring for children with a Special Guardianship Order.

Social Care

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

C-SPA

Refers to the Surrey Children's Single Point of Access.

SPOC

Single point of contact for Croydon Children services support.

Victim and alleged 'perpetrator(s)

It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way.

Surrey Contacts

C-SPA: www.surreyscp.org.uk/

CSPA@surreycc.gov.uk

0300 470 9100

Out of hours phone: 01483 517898 to speak to our emergency duty team.

Surrey Police: 101 (or 999 in an emergency)

LADO 0300 123 1650, select option 3 or LADO@surreycc.gov.uk.

(Local Authority Designated Officer) Service manages allegations against individuals who work or volunteer with children in Surrey.

Croydon Contacts

www.croydon.gov.uk/children-young-people-and-families

Mon – Fri, 9am to 5pm - 020 8255 2888.

Out of hours - 0208 726 6400

Prevent

Protecting Children from radicalisation - 0800 011 3764
Surrey police prevent
Prevent Radicalisation and Extremism by Acting Early
counter.extremism@education.gov.uk

Useful Websites
Keeping children safe in education 2026 (comes into force from 1 September 2026)

The Surrey Safeguarding Children Partnership - https://www.surreyscp.org.uk

Surrey LA information and guidance - https://www.surreycc.gov.uk/adults/care-and-support/concerns

Croydon Safeguarding Children Partnership - https://croydonlcsb.org.uk

Harmful Sexual Behaviour Support Service - The Harmful Sexual Behaviour Support Service is now available to all schools across England. The support service is available for anyone in England working with children and young people, particularly, designated safeguarding leads.

Safeguarding Statement

"It could happen here."

The purpose of this policy is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour, which are set out in the staff code of conduct, are constantly lived, monitored and reinforced by all staff.

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

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective early identification of support, protection and justice can be achieved. Child protection forms part of the school's safeguarding responsibilities. We expect all staff, governors and volunteers to share this commitment to safeguarding our students.

We follow the Surrey and Croydon Local Authority procedures and have several policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection & Safeguarding Policy. A copy of this policy is available on our school website.

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

Introduction and Guidance Documents

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children 2026, 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 policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2026 (KCSIE), and Surrey Local Authority procedures.

This policy is also based on the Education and Training (Welfare of Children) Act 2021, which places a duty on academies to safeguard and promote the welfare of students at the school.

The Governing body takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy applies to all adults that are associated with the school, including governor and visitors to the school.

Please note, that although this Policy refers to Surrey and the services offered within the Local Authority, Warlingham School also work equally with Croydon Local Authority and their associated safeguarding partners. For the sake of the policy only Surrey is referred to but will cover all authorities that we work with.

This policy should be read in conjunction with the School and Trust Policies listed in Appendix C.

Guidance Documents

- Working together to safeguard children 2026
- Disqualification under the Childcare Act 2006 (updated 2020)
- FGM Act 2003 Mandatory Reporting Guidance 2016 (updated 2020)
- 'What to do if you are worried a child is being abused' 2015
- Teacher Standards 2011 (updated 2021)
- Information sharing advice for safeguarding practitioners - GOV.UK
- Prevent duty guidance: England and Wales (2023) - GOV.UK
- Relationships and sex education (RSE) and health education - GOV.UK

- The Human rights Act 1998
- The Equality Act 2010
- The Public Sector Equality Duty (PSED)

Policy Principles and Values

- The welfare of the child is paramount
- Maintain an attitude of "It could happen here"
- Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
- All children have a right to be protected from harm and abuse.
- All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account risks outside of the home, in accordance with statutory guidance.
- All staff should feel confident to offer community based Early Help to families.
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school. All staff, but especially the DSLs will consider whether children are at risk of abuse or exploitation in situations outside of their families, recognising that extra-familial harms include, but are not limited to, sexual exploitation, criminal exploitation, and serious youth violence. This could also include risk of harm in the community.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- Whilst the school will work openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

Policy Aims

- To demonstrate the school's commitment about safeguarding and child protection to students, parents and other partners.
- To demonstrate the importance of Human rights and the right to respect and that no child or adult should be subject to harassment, violence and or abuse, including that of a sexual nature.
- To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- To enable the school to effectively contribute to Early Help assessments of need and support for those children.
- To provide robust school systems and procedures that are followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, in particular universal services and community based Early Help providers, Virtual Schools, the Police, and social services.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory enhanced DBS check (according to KCSIE guidance), and a Single Central Record is kept for audit.
- We comply with the Disqualification under the Childcare Act 2006 guidance issued in February 2015.

Child Protection Procedures

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse. The primary concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

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

What to do if you see signs or indicators of abuse

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

- Make an initial record of the information related to the concern.
- Report it in person to the DSL immediately.

2. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
3. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence on CPOMS, of all that has happened, including details of:

- Dates and times of their observations
- Dates and times of any discussions in which they were involved.
- Any injuries identified on a body map
- Explanations given by the child / adult
- Rationale for decision making and action taken
- Any actual words or phrases used by the child

1. Any paper records must be signed and dated by the author. The record needs to be completed by the adult who received the information.
2. In the absence of the DSL or the deputies, staff must be prepared to refer directly to the C-SPA and the police if appropriate, if there is the potential for immediate significant harm.

Following a report of concerns the DSL must:

1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the C-SPA and the police if it is appropriate.
2. Try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be considered.
3. Contact the C-SPA if there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify C-SPA of the occurrence and what action has been taken
4. Phone the C-SPA to discuss concerns if the DSL feels unsure about whether a referral is necessary, if there is not a risk of significant harm, the DSL will either actively monitor the situation or consider Early Help.

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

The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

Dealing with disclosures

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. All concerns should be reported to the Head teacher or DSL. They will then determine the procedures to be followed including a referral to the LADO where concerns meet threshold and the use of StaffSafe to record concerns. The degree of confidentiality should always be governed by the need to protect the child.

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

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

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- Listen and reassure
- be accessible and receptive
- listen carefully and uncritically at the child's pace.
- take what is said seriously
- tell the child that you must pass this information on
- explain what will happen next
- make a careful record of what was said in the child's words
- sign, date and record the time on records
- share the information with the DSL and add to CPOMS

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- delay or fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Disclosure Guiding principles - The Seven Rs

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practical

Reassure

- Reassure the student, but only so far as is honest and reliable
- Do not make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the student only as far as is necessary for you to establish whether you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened
- Do not criticize the alleged perpetrator; the student may care about him/her, and reconciliation may be possible
- Do not ask the student to repeat it all for another member of staff. Explain what you must do next and whom you have to talk to. Reassure the student that it will be a senior member of staff

Report

- Share concerns with the DSL immediately
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the C-SPA or Police, as appropriate directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press the DSL for re-consideration

Record

- If possible, make some very brief notes at the time, and write them up as soon as possible. The original notes need to be kept secure and included in the Child Protection file and recorded on CPOMS
- Record the date, time, place, person or people present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

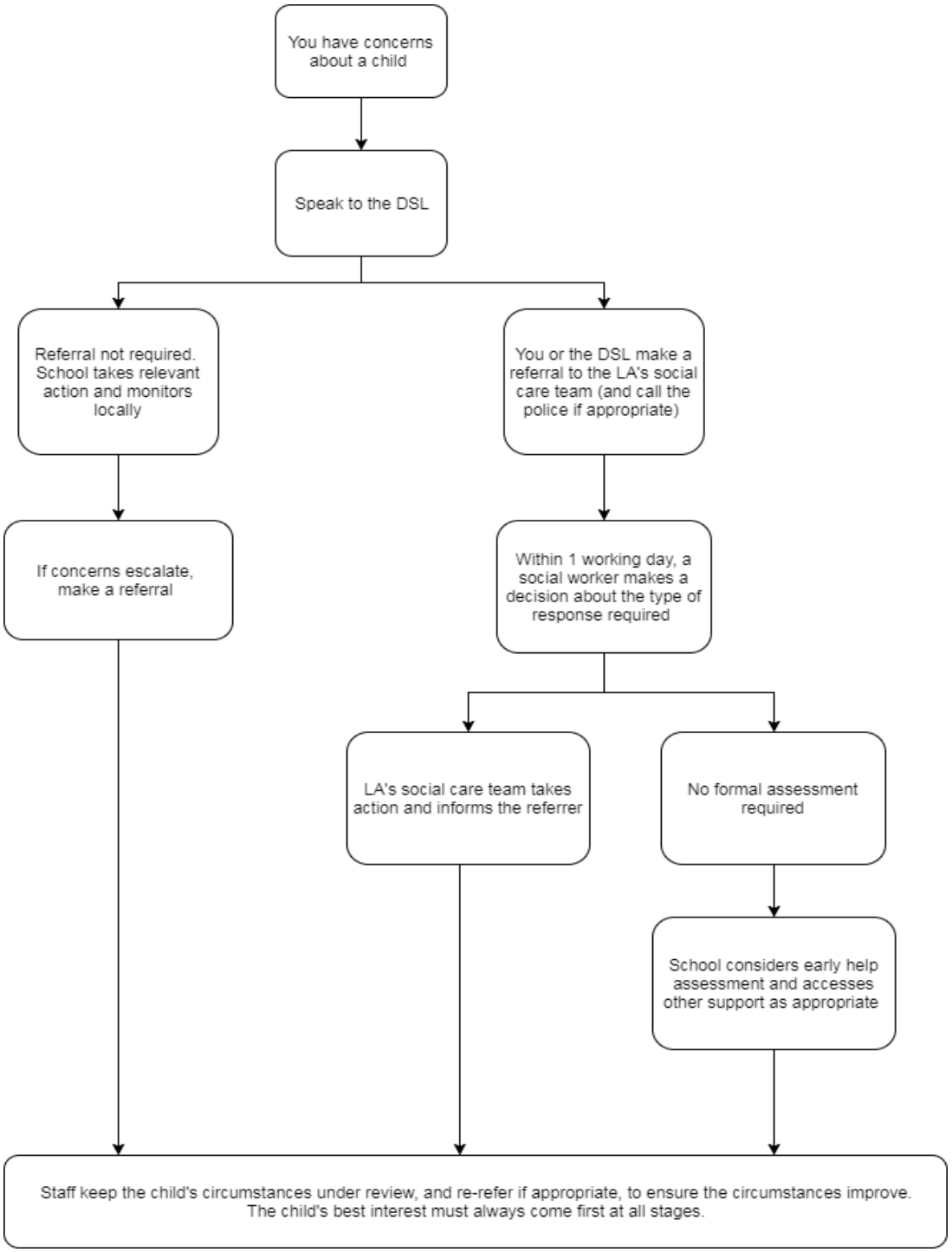
It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out. Ensure the incident is recorded.

Receiving a disclosure can be upsetting for the member of staff and the school will support staff after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Figure 1: Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. ~~See section 7.4 for what to do.)~~



Allegations against adults who work with children

Section 1 deals with allegations against staff which meets the threshold of being investigated by the Local Authority Designated Officer (LADO).

This procedure must be used in all cases in which it is alleged a member of staff, supply staff or volunteer in a school, or another adult who works with children has:

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

In dealing with allegations or concerns against an adult, staff must:

Report any concerns about the conduct of any member of staff, supply staff or volunteer to the Headteacher immediately.

- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care via the C-SPA and/or the police.

When using an agency for supply staff, the school will inform the agency of its process for managing allegations.

Where an allegation is made against a member of supply staff, the Headteacher will immediately contact both the agency concerned and the LADO. The school will ensure that any allegations are dealt with appropriately and liaise with relevant parties. The school will continue to support any investigation that is required.

Section 2 of part 4 of Keeping Children Safe in Education 2026 deals with low level concerns. These will not be treated as insignificant but will require a report to the Headteacher or the LADO.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- False: there is sufficient evidence to disprove the allegation

- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or local authority children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or local authority children's social care services, where necessary). Where the police and/or local authority children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or local authority children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to local authority children's social care
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or local authority children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Support is available to individuals in the form of a trusted colleague who they can turn to for advice, their trade union representatives, or a colleague, Mental Health First Aiders or through the Employee Assistance Program.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with local authority children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution
The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or local authority children's social care services.

Conclusion of a case where the allegation is substantiated
If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.
If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension
If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.
The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to local authority children's social care may be appropriate

Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Low level concerns

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children,
- having favourites,
- taking photographs of children on their mobile phone,
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or,
- using inappropriate sexualised, intimidating, or offensive language.

Low-level concerns about a member of staff should be reported to the Headteacher. Where a low-level concern is raised about the Headteacher, it should be shared with the Chair of Governors.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system
- Using CPOMS Staff safe to record an monitor all concerns.

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

What staff should look out for

Any child may benefit from support from universal services and community-based Early Help, or the targeted early help of Family Help before statutory intervention is needed. School staff should be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory
- Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour,
- including gang involvement and association with organised crime groups or
- county lines
- is frequently missing/goes missing from education, home or care

- has been repeatedly removed from the classroom, experienced multiple
- suspensions, is on a part-time timetable, is at risk of being permanently
- excluded from schools, colleges and in Alternative Provision or a Pupil
- Referral Unit
- 11
- is at risk of exploitation, modern slavery, trafficking, including criminal or
- sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug
- and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation
- or Forced Marriage, and
- is a privately fostered child.

What is child abuse?

The following definitions are taken from Working Together to Safeguard Children (2026). In addition to these definitions, children can also be abused by being sexually or criminally exploited, honour-based abuse, forced marriage or female genital mutilation.

Abuse and neglect

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 a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g. knees, shins.

Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern:

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette

- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches
- n the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers
- has a fear of medical help or attention
- admits to a punishment that appears excessive

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them, belittling, name-calling or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Most harm is produced in low warmth, high criticism homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic abuse.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late ~~al issues~~
- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships Emotional responses
- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening.

The activities may involve physical contact, including rape, assault by penetration (other than by a penis) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Child Sexual Exploitation is seen as a separate category of sexual abuse.

Characteristics of child sexual abuse

it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic

grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)

grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in noticeably young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain Behavioural observations
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in Keeping Children Safe in Education 2026. HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context and we take a zero-tolerance approach to sexual harassment and sexual violence at school.

Sexual behaviour between children will be considered harmful if one of the children is much older if there is more than 2 years difference in age or one child is in puberty and the other is not. A younger child can abuse an older child, particularly if one has power over the other, for example, with a disability or special educational need.

Sexual Harassment

Sexual harassment is the 'unwanted conduct of a sexual nature' that can occur online, face-to-face, and or both. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting; made lewd comments or telling sexual stories
- physical behaviour, such as: deliberately brushing against someone; grabbing bottoms, breasts and genitalia; or interfering with someone's clothes e.g. flicking bras straps or pulling down trousers
- sharing nudes; sharing unwanted content which is of a sexual nature; coercing others to share images of themselves or perform acts they're not comfortable with online

Staff must never dismiss, tolerate such behaviour as this risks normalizing harmful sexual behaviour.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers. We recognise even if there are no reports of HSB, it does not mean it is not happening, it may be the case that it is just not being reported.

When considering instances of harmful sexual behaviour between children, the school will consider their ages and stages of development. As a school we understand that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support. HSB exists on a continuum and may escalate into sexual harassment or sexual violence. Early intervention in inappropriate behaviour such as misogyny and misandry can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence.

Sexual Violence

Sexual violence refers to specific sexual offences under the Sex Offences Act 2003 as described below:

- Rape
- Assault by penetration
- Sexual assault
- Causing someone to engage in sexual activity without consent

Sexual violence can occur inside and outside of school

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. A child under the age of 13 can never consent to any sexual activity. The age of consent is 16. Sexual intercourse without consent is rape.

The DSL or DDSL may decide to refer a child to Surrey's Assessment Consultation Therapy (ACT) Team for specialist intervention and therapeutic support. ACT work with children between the ages of 8-18 who present with issues around harmful sexualised behaviour. A C-SPA referral should also be made to ensure multi-agency assessments can be carried out.

Responding to a report of Harmful Sexual behaviour and/or sexual violence

All victims should know they'll be taken seriously, be supported and kept safe. They shouldn't be made to feel ashamed for making a report or that they are causing a problem by reporting sexual violence or sexual harassment. Abuse that occurs online or outside the school or college environment should be treated with equal seriousness.

How to handle a Harmful Sexual behaviour and/or Sexual Violence Disclosure:

- If possible, manage reports with two members of staff present. Ideally, the DSL or DDSL is one of those people. The DSL or DDSL must be informed as early as possible
- Never promise confidentiality as it is likely other agencies will need to be informed
- Avoid leading questions, ask open-ended questions – such as where, when, what, etc. It is important to note that staff can ask if the child has been harmed and what was the nature of the harm
- Be mindful certain children may face additional barriers to disclosure especially for children with vulnerabilities related to disability, sex, ethnicity, or sexual orientation.
- Be clear with victims as to what the next steps will be and who the report will be passed to
- Ensure an immediate risk assessment is undertaken. Ensure the victim's safety and support needs are assessed; explore other potential victims; identify the alleged perpetrator(s); consider wider school context and other related risk factors such as potential meeting points – lessons, at the start and end of the school day, or on the school bus.
- having undertaken a risk assessment a safety plan will be created. This should be shared with parents, if it safe to do so, and logged on CPOMS
- It is essential a written record is made. Ideally, staff should wait until the end of the conversation to write a detailed summary, allowing the staff member to give the child their full attention. If notes are taken during the report, especially when a second staff member is present, care must be taken to remain engaged and not appear distracted. Record only what the child says, without interpretation or personal opinion. These notes may be used for statutory assessments or criminal investigations.
- Parents are to be informed, unless doing so increases the risk to the victim
- The DSL or DDSL should refer to Surrey C-SPA and if the child is at risk of harm, in immediate danger, or has been harmed. They should also refer the child to Surrey ACT for further support
- The DSL should report all crimes such as rape, assault by penetration or sexual assault to the police. A child may not want the police to be called. The DSL ultimately must balance the victims wishes with their duty to protect them and other children.
- The school should take reasonable steps to protect the anonymity of all children involved. The DSL should carefully consider who needs to know what information.

Actions following a report of HSB, Sexual Harassment or Sexual Violence:

- The DSL/DDSL will speak to the child who has made the report an the child who is alleged to have caused harm.
- The DSL/DDSL will gather an initial account of what has happened and decide on the next steps. The wishes and views of the child who has reported the incident will be carefully considered
- All parties should be considered as victims and in need of support
- The DSL/ DDSL in conjunction with the Head of Year will create an immediate safety plan
- As a precautionary safeguarding measure, the alleged perpetrator may be removed from certain activities or situations while enquiries are carried out. This does not imply guilt or that any conclusions have been reached.
- Safe spaces and trusted adults will be identified for both the victim and perpetrator to ensure they have the necessary support
- Parents of both children will be contacted. However, if there is reason to believe informing a parent or carer will put a child at additional risk, this will not take place. A face-to-face meeting will be offered to ensure all parties can contribute to any safety plans required and to discuss wider support for the child
- A referral to social care and or the police may be made, depending on the severity of the incident
- For instances of sexual harassment, school based education and sanctions will be given
- A behaviour code of conduct will be issued and students will need to agree to the terms of the contract
- Any breaches will result in escalating sanctions
- Educational support will be carried out by the DSL or Head of Year. If a child is externally suspended they will also complete a HSB impact and awareness course
- All incidents will be logged on Cpoms and monitored by the DSL and Governors.
- In serious cases, it may be appropriate to arrange an alternative educational placement. The victim or perpetrator can be given the opportunity of a Directed Offsite Provision or a referral can be made to the In-Year

Fair Access Panel

- The victim, alleged perpetrator and any other affected children & adults will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

Ongoing Response

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Surrey Children's Services.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions considering their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children & adults will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Our Assessment Consultation Therapy (ACT) team - Surrey County Council

Child Sexual Exploitation (CSE)

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

All staff are aware of the link between online safety and vulnerability to exploitation.

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

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

The 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.

The school includes the risks of sexual exploitation in the SRE 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.

Indicators of CSE

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.

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

Risk Assessment

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

The risk assessment will consider:

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

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting students. Support regarding risk assessments should be directed to Facilities Manager / The School's Health and Safety representative.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.
- Failure to ensure high levels of attendance at school

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (What to do if You're Worried a Child is Being Abused DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff must be discussed with the DSL.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons.

What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Indicators of neglect

Physical Indicators

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty, or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated Behavioural indicators
- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies
- Poor attachment to caregivers and emerging mental health difficulties

Child on Child 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. Warlingham School recognise that children can abuse their peers.

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Advice on behaviour in schools is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair.

Allegations and incidents are recorded on CPOMS with actions taken to support victims, perpetrators and any other children affected.

The forms of child-on-child abuse are outlined below:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, threats involving a weapon or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals

The term Child on Child abuse can refer to all these definitions and a child may experience one or multiple facets of abuse at any one time. Child-on-child abuse can take place face-to-face, online, and can also occur simultaneously. 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 child-on-child abuse (i.e. girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence). It is more likely that girls will be victims and boys' perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

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

It will not be passed off as 'banter', 'boys being boys' or 'part of growing up', and staff will challenge inappropriate behaviour between children. Any downplaying of certain conduct can lead to a culture of unacceptable behaviour which will lead to children not reporting or normalising abuse causing an unsafe environment. We are clear that there will be a zero-tolerance approach to any form of abuse including child on child abuse.

This school understands that even if there are no reports of child on child abuse, this does not mean that it is not happening.

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

- Taking a whole school approach to safeguarding & child protection through our safeguarding curriculum
- All staff being trained and highly vigilant and aware of specific characteristics which may indicate child on child abuse, for example, vulnerability and controlling behaviour.
- Providing a values-based curriculum, underpinned by the school's behaviour policy and pastoral support, and by a planned programme of evidence-based content delivered through the curriculum.
- Working in partnership with parents/carers and wider agencies
- Engaging with specialist support and interventions

Physical Abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from students to students can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References:

Keeping children safe in education 2026 (comes into force from 1 September 2026)

Anti-Bullying/Cyberbullying

Our school policy on anti-bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

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 child protection procedures.

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

Online Safety

The school online safety leader is Emma Tindall.
The 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. We follow the 'Teaching online safety in school' guidance supporting schools to teach their students how to stay safe online, within new and existing school subjects (Teaching Online Safety in Schools, 2023) to guide practice.

Children increasingly use electronic equipment, including at home, 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 TikTok and for online gaming.

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. There are also disinformation, misinformation and conspiracy theories that students could be impacted by. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

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.

The School will reinforce the importance of online safety when communicating with parents in person, through the website and school newsletter.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.
To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Carefully consider the risks of those students who are accessing online educational provision or whom are on reduced timetables as this could increase their safeguarding risk.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

Educate pupils about online safety as part of our PSHE curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

We train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras

Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

Any child's phone that is seen or heard during the school day will receive a sanction, which can include confiscation. Please see our mobile phone policy for further details.

If concerns are raised relating to an adult's phone, this will be followed up under the schools code of conduct.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

Provide regular safeguarding and children protection updates to Governors, including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.

Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

The school has a clear mobile phone policy for students that states that mobile phones should not be seen on the school premises during the school day. Mobile phones should be turned off at the school gates. All smart phones are handed in at line up each morning. These are then returned during afternoon line up but must remain turned off and in bags until the child has left the school premises. All brick phones must also be turned off throughout the school day and kept in the child bag. If the phone is sent his will be confiscated.

When a phone is confiscates for 5 days due to being seen on site, the student will be given a brick phone alternative that they can use over these 5 days.

The governing body will ensure that appropriate filters and monitoring systems are in place. This is to ensure that children have access to 'safe' information and that 'over blocking' does not restrict access to their learning. An annual review of the effectiveness of the monitoring and filtering system will be carried out by the DSL, in conjunction with the Trust's IT team. All checks will ensure the monitoring and filtering system is working appropriately on all internet-connected devices in all relevant locations, and a record of the check will be kept by the DSL and IT Team. Findings will be shared at Governor meetings and can be audited by the safeguarding link Governors. Government supported online safety websites provide information to support governing bodies to keep children safe online (including when children are at home).
Please see below list of links on the section entitled Further advice on safeguarding and child protection is available for guidance and information we have a named Online Safety Leader and we record any online safety incidents on CPOMS.

Sharing Nudes and Semi-Nudes online

The practice of children creating and sharing nudes and semi nudes (formerly known as sexting or Youth produced Sexual Imagery) 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 unlawful. This also includes the use of AI to create images of other and to share such images.

Nudes and semi nudes refer 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
- Voyeurism Act 2019 – Upskirting is now a criminal act in the UK. The response to this in schools need to be the same as child on child sexual abuse and may including contacting the police. The Criminal Prosecution Service (CPS) defines 'upskirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders

All incidents of this nature should be treated as a safeguarding concern regardless if consent was given this is in line with the UKCCIS guidance Sharing nudes and semi-nudes

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.

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 immediately.

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 must 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 the C-SPA 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 referral to the C-SPA or the Police.

During the decision making 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 vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND
- 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 distribute
- There other circumstances relating to either the sender or recipient that may add cause for concern
- The children have been involved in incidents relating to youth produced imagery before
- Voyeurism occurred

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the C-SPA or the Police.

The DSL will record all incidents of sharing nudes and semi-nudes, including the actions taken, rationale for actions and the outcome on CPOMS.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Warlingham School and Sixth form College recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Warlingham School and Sixth form College will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying and behaviour policies.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy. The school follows DFE 'Searching, screening and confiscation at school' guidance.

Generative AI: product safety expectations - GOV.UK

Racist Incidents

Our policy on racist incidents is set out within the Anti- bullying policy, Behaviour policy and Equality policy. We keep a record of all racist incidents on CPOMS and Arbor.

Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism 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 '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. (Revised Prevent Duty Guidance for England and Wales 10 April 2019).

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

The 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.

The 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, and extremist Animal Rights movements.

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

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).

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 due diligence checks for external speakers and private hire of facilities, anti-bullying policy 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 in the first instance.

They should then follow the safeguarding procedures and refer cases by e-mail to the C-SPA If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or contact the Anti-terrorism hotline on 0800 789 321

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Indicators of vulnerability to radicalisation

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

Extremism is defined by the 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 beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK

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

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 can recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the 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'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 may have perceptions of injustice or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Needs and Disability – 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.

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

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 coercive control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that several abusive and controlling behaviours are involved beyond violence. Slapping, punching, 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, including impacting upon their own personal, intimate 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.

The school is enrolled onto the Operation Encompass scheme, a joint project between the Surrey Police Service and Surrey Schools; where our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at this school (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse. (This systems is currently under review).

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

Talk through your concerns with the school DSL, call the C-SPA or talk to your local outreach service.

Child Criminal Exploitation & Gangs (CCE)

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity with children being exploited to move and store drugs and money. “County lines” is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. Children might be involved in violence, be pressured into doing things like stealing, carrying drugs or weapons, or be abused, exploited and put into dangerous situations. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse which may also constitute modern day slavery. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

Serious Violent Crime

'Serious violent youth crime' is defined by the Home Office Assessment of Policing and Community Safety (APACS) as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19'

Indicators of serious violent crime

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Additional risk factors include:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having
- been involved in offending, such as theft or robbery

A referral to C-SPA and or the police will be made when any concern of harm to a child because of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL or a DDSL. The DSL/DDSL will contact the C-SPA. If there is concern about a child's immediate safety, the Police will be contacted on 999.

Honour-Based Abuse (HBA)

Honour based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. They are a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour-Based Abuse might be committed against people who:

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

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

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 school who are 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 must personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.

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

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

There should also be consideration of potential risk to other girls in the family and 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.

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

There are 4 types of procedures:

- 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

It is carried out due to the following beliefs 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

This procedure is also known as cutting, sunna, gudnin (Somali) and Tahur (Sudanese).

Indicators that may point to FGM happening are

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM: Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea 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 changes 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

One Chance Rule

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

Forced Marriage

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

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

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether 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 C-SPA.

Private Fostering Arrangements

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

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 and children may be privately fostered at any age.

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

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care 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 will the DSL and the DSL will notify the C-SPA.

Children Looked After (LAC) and Previously Looked After Children

The Designated Teacher for looked after children is **Miss Tindall and Nicola Mathie**.

The most common reason for children becoming looked after is as a result of abuse and neglect.

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

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 Head of Virtual School.

The designated teacher for looked after children and previously looked after children will work in partnership with the Virtual School Assistant Headteacher 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 of the child within their personal education plan.

Previously looked after children are those who immediately after being in care became subject to an adoption order, child arrangements order or special guardianship order.

The role of virtual school heads role includes a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker stand in Kinship care.

Pupils who are lesbian, gay, bisexual

A child or young person being lesbian, gay or bisexual is not in itself a risk factor for harm however, we recognise that pupils who are (or who are perceived to be) lesbian, gay or bisexual can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSLs. Pupils are offered pastoral support from the ELSA and we have an LGBTQ+ Lead.

Gender Questioning, Transgender and Social Transitioning

Gender questioning is when a child either feels uncertain about their gender or is exploring their gender. When parents or carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice as well as non-clinical advice from the school's SENCO. This should be done as early as possible when supporting pre-pubertal children. When a child who is questioning their gender asks for support members of staff will contact parents and discuss the matter with parents in the first instance. Parents and carers views will be treated with importance and will carry greater weight. We will not adopt any social transition measures prior to meeting with parents. When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).The request for support should be recorded on CPOMS and the decision making recorded.

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying. Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.
In line with the responsibilities under the School Premises Regulations 2012, schools must not allow pupils into toilets or changing rooms or boarding or residential accommodation designated for the opposite sex, with no exceptions. Where we have implemented single-sex sports there will be no exception and pupils must not be allowed to participate in sports designated for the opposite sex.

The school will take the necessary steps to accurately record the sex of children joining the school in Year 7 and year 12. The effective monitoring of socially transitioned students is essential to ensure effective support is provided. Children who have socially transition prior to joining our school may be 'living in stealth' and this may increase their safeguarding risk.

Contextual Safeguarding – Risks outside of the home

Extra Familial Harm

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from influences outside of their families. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

Staff are trained on contextual influences and follow the school procedures for reporting concerns. Any concerns regarding supply staff should be referred immediately to the Headteacher.

The DSL will ensure that information is shared in the referral process to help social care assessments consider contexts outside of the home.

Non-collection of children

If a child is not collected from school we will contact parents/carers, and they will be supported by the Pastoral team until collected. This will be recorded on CPOMS. If the parent/ carer does not arrive and we are not able to contact the them then the school would contact social services.

If the child is under Social Care, we will notify the social worker assigned to the family.

Missing pupils

Pupils Missing Out of Education are monitored closely by the Schools Attendance Service and Local Authority through the Schools Attendance Service. Parents and Carers are expected to contact the school if their child is absent. If we are able to verify the child's absence for more than 3 days, and have not been able to contact with the parent/carer, then we will continue to monitor the child's absence and follow Surrey's Child Missing in Education (CME) guidance. If after 10 days there has still not been any contact, the school will make a CME referral and a non-consent referral to C-SPA. Professional judgement will be used by the DSLs to conduct welfare checks and or contact the police.

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

Pupils missing on site

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. Once a child is identified as missing on site:

- Designated Safeguarding Lead will be informed.
- Staff will use professional judgement and risk asses the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Police.
- Timeliness should be on a case by case basis.
- Designated Safeguarding Lead and attendance team assess the child's vulnerability.
- School staff will try to locate the pupil and try to establish the whereabouts of them.
- School staff will contact home and try to contact the pupil via their mobile telephone if known.

Supporting Children

- We recognise that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.
- A safe space has been provided for students who are LGBTQ+ to speak out and share concerns.
- We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 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
- We will promote a caring, safe and positive environment within the school.
- We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.
- We will ensure children are taught to understand and manage risk through Relationships and Sex Education (RSE) and through all aspects of school life. This includes online safety and anti-bullying, road safety, pedestrian and cycle training. As well as focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- We will respond sympathetically to any requests for time out to deal with distress and anxiety.
- We will offer details of helplines, counselling, or other avenues of external support.
- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- We will notify Social Care immediately if there is a significant concern.
- We will provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared under confidential cover to the child's new setting within 5 days and ensure the school medical records are forwarded as a matter of priority.
- We will encourage the use of strategies to encourage children to share concerns with the pastoral team, as well as access to ELSA (Emotional and Literacy Support Assistant). Children know who they can talk to if they do not feel safe.
- We will reassure all children who are victims of abuse that they will be taken seriously and will be supported. They should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence, or sexual harassment.
- We will offer support to children who witness sexual violence and do what we can to prevent students being bullied or harassed.
- We will ensure that following any safeguarding concern the child's wishes and feelings are taken into
- account when determining what action to take and what services to provide.

Prevention / Protection

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

The school will:

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activities, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is and can access an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. Please refer to our Staff code of conduct.
- The School will provide preventative education to prepare students for life in modern Britain through a planned RSHE programme and reinforced through the pastoral curriculum.

RSHE curriculum includes:

- Healthy and respectful relationships
- Consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- How to access support
- What constitutes sexual harassment and sexual violence

Safe School, Safe Staff

We will ensure that:

- The school operates safer recruitment procedures that includes statutory checks on staff suitability to work with children. Disqualification under the Childcare Act 2006 still applies to staff themselves. All staff have a responsibility to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. An enhanced DBS check is carried out for all new employees, staff have a responsibility to inform the Headteacher if their circumstances change whilst employed at the school. This statement is in the Staff Behaviour Policy, which all staff have signed and agreed to adhere to.
- In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates.
- Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. This includes obtaining an enhanced DBS certificate even if the individual has never been to the UK. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, Staff Behaviour Policy (Code of Conduct), Child Protection and Safeguarding Policy, the role and names of the Designated Safeguarding Lead and their deputy(s) and Keeping Children Safe in Education 2026 part 1 and annex B. Part 2 of this guidance relates to "The Management of Safeguarding" and will be issued to all Governors. Any staff who do not directly work with children will be issued with Annex A of Keeping Children Safe in Education 2026.
- All staff receive safeguarding training at induction in line with advice from Surrey Children's Safeguarding Partnership which is regularly updated and receive safeguarding updates (for example, via email, and staff meetings), as required, but at least annually. In addition, we deliver termly hot topic safeguarding update sessions for all staff.
- All members of staff are trained in and receive regular updates in online safety.
- All staff and governors have regular safeguarding 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. Hard copies of this policy can be viewed by request from the school office.
- We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.
- We will seek to ensure the suitability of adults working with children on school site at any time and this includes any persons or organisations using our buildings or outside spaces in a letting or hiring agreement.
- Community users organising activities for children are aware of the school's Child Protection and
- Safeguarding Policy, guidelines and procedures.
- The name of the Designated Safeguarding Lead and deputy(s) are clearly advertised in the school with a
- statement explaining the school's role in referring and monitoring cases of suspected harm and abuse.

Roles and Responsibilities

All staff have a key role to play in identifying concerns and in providing help for children. To achieve this, they will:

- Provide a safe environment in which children can learn.
- Receive appropriate online safety training that includes an understanding of the expectations and responsibilities in relation to monitoring and filtering.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- To achieve this staff will be aware children who or are perceived to be LGBTQ+ can be targeted by other children.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training to be aware of, and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Know how to respond to a student who discloses or alleges harm or abuse following training of 'Working together to Safeguard Children' (2026), and 'What to do if you are worried a child is being Abused' (2015).
- Report their concerns to the DSL immediately and on that day if they are worried a child is being abused and record their concerns. If the DSL is not contactable immediately, a Deputy DSL should be informed. Staff should feel confident to report and discuss safeguarding matters that happen in and outside of work, this included in person and online.
- Be prepared to refer directly to the C-SPA and the police if there is a risk of significant harm and the DSL or their Deputies are not available.
- Follow the allegations procedures and inform the Headteacher if the disclosure is an allegation against a member of staff, supply staff or volunteer or is a low-level concern.
- Follow the procedures set out by the Surrey Children Safeguarding Partnership and take account of guidance issued by the Department for Education.
- Treat information with confidentiality but never promising to "keep a secret".
- Understand Early Help and be prepared to identify and support children who may benefit.
- Know who the DSL and Deputy DSL's are and know how to contact them.

All staff should have an awareness behaviour linked to drug taking and/or alcohol misuse, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude.

- All staff should be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.
- Have an awareness of the role of the DSL, part 1 and annex B of Keeping Children Safe in Education 2026, the schools Child Protection & Safeguarding Policy, Staff Behaviour Policy (Code of Conduct), School Behaviour Policy, and procedures relating to the safeguarding response for children who go missing from education.

- 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 2018 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.
- Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or a deputy) and children's social care.
- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and
- maintain public trust in the teaching profession as part of their professional duties.
- Assist the Governing Body and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

The Headteacher

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

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2026 guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- All staff are aware of who the DSL is and their role.
- Sufficient time, training, support, funding, resources, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Provide opportunities for a coordinated offer of Early Help when additional needs of children are identified.
- Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- With the DSL ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern that the child's wishes, and feelings are considered when
- determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- That students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensure that allegations or concerns against staff, supply staff or volunteers are dealt with in accordance with guidance from Department for Education (DfE) and Surrey Children Safeguarding Partnership.
- The Headteacher will make decisions regarding all low-level concerns, but they may wish to collaborate with the DSL. The Headteacher will consult with the LADO if there is any doubt about an allegation.
- Ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

The Designated Safeguarding Lead – Emma Tindall

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

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated.
- Is the Prevent lead and ensure staff have regular Prevent training.
- Discuss low-level concerns with the Headteacher in a timely fashion, depending on the nature of the concern, and have a collaborative decision-making approach.
- Discuss and agree with safeguarding partners the levels for assessment and thresholds for support.
- The DSL will work closely with the police if there are delays in a criminal process.
- Will have an "it could happen here" approach to safeguarding.
- Will have a good understanding of harmful sexual behaviour and will discuss the local response with the police and local authority to update policies and procedures.
- Understand the local specialist support that is available to support children in sexual violence and sexual harassment.
- The DSL will monitor reports of sexual violence or harassment that may point towards environmental or systematic problems.
- In a case of sexual harassment or violence the DSL or Deputy DSL will meet with the victims and perpetrators parents to discuss safeguarding arrangements in place and support available.
- Liaise with the local authority, the three safeguarding partners and work in partnership with other agencies in line with Working Together to Safeguard Children. National Police Chiefs Council guidance– When to call the police should help DSLs understand when they should consider calling the police and what to expect when they do.
- Be aware that children must have an 'appropriate adult' to support them in a police investigation.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in

any measures the school or college may put in place to protect them.

- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process and use the Prevent Referral Form to refer cases by email. If the matter is urgent, the Police must be contacted by dialling 999. In cases where further advice from the Police is sought, dial
- 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the "case manager" and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Follow DfE and KCSIE 2026 guidance on 'Child on Child' when a concern is raised that there is an allegation of
- a student abusing another student within the school.
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of Surrey Children's Safeguarding Partnership procedures and understand the assessment process for providing Early Help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCo) on matters of safety and safeguarding and consult the Levels of Need document to inform decision making and liaison with relevant agencies.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online at school; understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (either written or using appropriate secure online software), that includes all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken. Records also require a clear and comprehensive summary and details on how the concern was followed up and resolved.
- Ensure that an indication of the existence of a Child Protection file is cross referenced on the student school file on CPOMS and Arbor.
- Ensure that when a student transfers school, their child protection file is passed to the new school within 5 days of starting a new term, and within statutory timescales (separately from the main student file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that where a student transfers school and is on a Child Protection Plan or is a Looked After Child, their information is passed to the new school immediately, and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- Ensure that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be securely destroyed.
- Work with the DSL team, Local Authority and Social Care Teams to make informed decisions in the best interests of the child, for instance the child's safety, educational outcomes and welfare. This should be a matter of routine. Furthermore, the social worker and the DSL need to work together to respond to unauthorised absences and promote welfare.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT to ensure that relevant members of staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- Report to the headteacher any significant issues for example enquiries under section 47 of the Children's Act 1989 and police investigations.
- Ensure that the case holding Social Worker is informed of any child currently with a Child Protection Plan who is absent without explanation.
- Ensure that all staff, when they start their employment at Warlingham School and updated once a year thereafter, sign to say they have read, understood and agree to work within the school's Child Protection Policy, Staff Behaviour Policy (code of conduct), School Behaviour Policy and Keeping Children Safe in Education 2026 (KCSIE) Part 1 and annex B and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training, following the training guidance published by the Borough of Surrey, Safeguarding in Schools Officer, and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership and governors, the Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection and Safeguarding Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.
- Establish and maintain links with the three safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- 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.
- Ensure that the Single Central Record is compliant with Keeping Children Safe in Education 2026.
- Transfer all Child protection files within 5 days of child moving schools.
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2026.
- The designated safeguarding lead is responsible for online safety and understanding the filtering and monitoring systems and processes in place.

The Deputy Designated Safeguarding Lead(s)

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

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all the functions above.

The Governing Body

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

They facilitate a whole school or college approach to safeguarding.

Where there is a safeguarding concern, children's wishes, and feelings should be taken into account when determining what action to take and what services to provide. Systems should be well promoted, understood and easily accessible for children to confidently report abuse, knowing that their concerns will be treated seriously.

The school has effective safeguarding policies and procedures including a Child Protection and Safeguarding Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education. Ensure policies are consistent with Surrey Children's Safeguarding Partnership and statutory requirements, are reviewed annually and that the Child Protection policy is available on the school website.

That the school operates safer recruitment procedures that include statutory checks on staff suitability to work with children and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.

Ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures.

Ensure that the designated safeguarding lead takes responsibility for understanding the filtering and monitoring systems and that all staff understand the expectations, roles an responsibility around filtering and monitoring.

Ensure there are procedures in place to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold, about staff members (including supply staff, volunteers, and contractors). 'Low-level' concerns, should be addressed as set out in Section two of Part four of this guidance.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Policies reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

That at least one member of the governing body has completed safer recruitment training to be repeated every five years.

Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2026) part 1 in full, and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

There are effective procedures for dealing with allegations of child-on-child abuse.

All staff including temporary staff and volunteers are provided with the school's Child Protection and Safeguarding Policy and Staff Behaviour Policy.

The school has procedures for dealing with allegations of abuse by staff (including supply staff and the Headteacher), volunteers against children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns.

- A nominated governor for safeguarding (including Online Safety) is identified.
- A member of the Senior Leadership Team has been appointed as the Designated Safeguarding Lead (DSL) 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 DSL New to Role and then 'Update' training every two
- years as well as attending DSL network events and meetings.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through relationships and sex education (RSE). We recognise that there cannot be a "one size fits all" style and there needs to be a personalised and contextualised approach for more vulnerable children, victims of abuse and those with Special Education Needs and Disabilities (SEND).

The school will comply with regular data returns requested by the Local Authority, regarding all students, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

- 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 Safeguarding are remedied immediately.
- The school is aware that OFSTED inspections will always report on whether arrangements for safeguarding children and learners are effective.
- The school uses the online filtering and monitoring system Smoothwall to monitor and develop online safety procedures and training.

Multi-agency Working

Warlingham School has a pivotal role to play in multi-agency safeguarding arrangements. The Governing Body, SLT and DSL/ DDSLs need to ensure that the school proactively and in a timely way contributes to multi-agency working in line with statutory guidance (Working Together to Safeguard Children 2026).

Regulated Activity

Anyone who is classified as engaging in regulated activity and not directly employed by the school, the school must carry out all other relevant pre-employment checks and a record of these check to be logged on the Trust's Single Central Register (SCR)

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026.

Regulated activity includes:

- paid and unpaid work that involves teaching, training, instructing, caring for or supervising children, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- any other type of paid work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children. Work under (a) or (b) is regulated activity only if done frequently, on more than 3 days in a 30-day period or overnight.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve any of the activities in (a) above

Information Sharing Guiding Principles

When deciding what information we will consider:

- The relevancy of the information, including to the current safeguarding risks
- What is necessary for the receiving setting to know and
- Whether it is clearly presented and appropriately contextualised

All agencies have a statutory duty to work together to safeguard and promote the welfare of children, including identifying and responding to their needs. We will fully contribute to all social care, health, virtual schools and police assessments, as well as contribute to inter-agency plans in order to provide additional support to children subject to child protection plans. We will facilitate social workers, the police, virtual school mental health wellbeing partners to use our facilities to meet, assess and support students who have been identified as being at risk of harm.

Confidentiality and Sharing Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2024) guidance.

Information will be shared with staff within the school on a 'need to know' basis.

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 2018 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for safeguarding concerns to be shared with agencies who have a statutory duty for child protection. Professional judgement should be used to ensure that the information shared is focused and proportionate.

There is no definitive answer if a victim asks the school not to tell anyone about sexual harassment or violence.

As a matter of effective safeguarding practice, schools should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment.

- All staff must also be aware of the provisions in the school's current Data Protection and Subject Access Request Policy.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families and in this respect are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers consent unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Children with special educational needs and disabilities

The school recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers that can exist when recognising abuse and neglect in this group of children include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's
- disability without further exploration.
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

The school addresses these additional challenges by considering extra pastoral support for children with SEN and disabilities.

Use of school or college premises for non-school/college activities

Where governing bodies or proprietors hire or rent out the school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or -school, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or school should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The governing body or school should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

If the school was to receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the school would follow the safeguarding policies and procedures, including informing the LADO.

Alternative Provision (AP)

Alternative Provision is education arranged by local authorities for students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education. Education arranged by schools for students on a fixed period exclusion; and students being directed by schools to off-site provision to improve their behaviour.

Warlingham School will seek written assurances that for every child attending Alternative Provision, we will check that all safeguarding policies and procedures are in place, that all staff have been recruited according to 'Safer recruitment' procedures and have undergone safeguarding training. The AP provider must also sign to say they will inform us of any arrangements which will put the child at risk e.g. staff changes. We will visit the setting to ensure all above are in place at least once every half term.

Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The school recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation, or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Where possible the school will hold more than one emergency contact number for each student.

The school will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006.

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

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

The school will:

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

Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

Pupils Missing Out of Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to 45 local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community

Most children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision, or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these as Pupils Missing Out On Education (PMOOE), because they are not accessing their education in school in the 'usual way'.

Where children are educated offsite or in dual placements safeguarding risk assessments are completed.

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

The school will ensure that parents (and the local authority where the student has a statement of special educational needs) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed.

The school will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the /Educational Health and Care Plan) is benefitting from it.

The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child

The school will comply with regular data returns requested by the Local Authority, regarding all students, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

The school leadership team will report to governors of any formal direction of a student to alternative provision to improve behaviour.

The school leadership will report to governor's information regarding the use and effectiveness of the use of alternative provision and modified timetables.

Children Staying with Host Families (Homestay)

The school recognises that educational visits may involve pupils staying with host families, for example during foreign exchanges, sports tours or other cultural and educational visits. Where the school arranges for a visiting child to stay with a UK host family to whom they are not related, the host adults will be undertaking regulated activity for the duration of the stay. In these circumstances, the school, as the regulated activity provider where it has the authority to approve and terminate the arrangement, will obtain an Enhanced DBS check, including children's barred list information, for host adults. The school may also consider obtaining Enhanced DBS checks for other household members aged 16 or over where appropriate.

Where parents or pupils arrange their own homestay accommodation, this is a private arrangement and the school is not the regulated activity provider.

For overseas homestays, DBS checks cannot be obtained for host adults. The school will therefore work with partner schools or organisations to seek appropriate assurances regarding the suitability of host families and the safeguarding arrangements in place. A shared understanding of responsibilities and safeguarding procedures will be established, and parents will be informed of the arrangements prior to travel.

All pupils participating in homestays will be provided with clear information about how to raise concerns, seek support and access emergency assistance during their stay. The school will also consider whether any hosting arrangements constitute a private fostering arrangement under the Children Act 1989 and will act in accordance with relevant statutory requirements.

Work Experience Placements

The school will ensure that work experience providers have appropriate safeguarding, child protection, and health and safety arrangements in place to protect pupils from harm.

Where an adult is responsible for teaching, training, instructing, caring for, or supervising a pupil frequently, intensively, overnight, or for more than three days in a 30-day period, this may constitute regulated activity. The school will take appropriate steps to ensure that individuals barred from working with children are not engaged in such activity.

For pupils aged 16-17 on work experience placements, schools cannot require employers to obtain Enhanced DBS checks with children's barred list information for supervising staff. However, the school will assess the safeguarding arrangements of each placement and consider any risks before approval.

Where a work experience placement takes place in a specified setting, such as a school or sixth form college, and involves contact with children, the placement provider should consider whether an Enhanced DBS check is appropriate for the student undertaking the placement. DBS checks cannot be obtained for children under the age of 16.

Children who need the support of a Social Worker

Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances. These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health

The local authority should inform the school if a child has a social worker, and the DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need

School Attendance and Behaviour

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

The school recognises that absence from school and exclusion from school may be indicators of abuse, neglect, online abuse and exploitation of children. The DSL will work closely with the attendance team to implement Working Together to Improve School Attendance (2026) statutory guidance by regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

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

Restrictive Physical Intervention

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

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

We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

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

Health (including Mental Health)

Any child with a significant health condition requiring regular medication or treatment will require an Individual Health Care Plan which will be completed with the parent and school nurse. It is vital that parents inform us if their child has a health condition of this nature to enable us to ensure that their child's health needs are managed appropriately whilst they are at school.

Information from this plan will be shared with key staff members to ensure that they are alert to the child's individual needs.

Mental Health

School has an important role to play in supporting the mental health and wellbeing of our students. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Although it is only appropriately trained professionals who can diagnose mental health problems, staff observe children day-to-day and identify those whose behaviour suggests that they may be experiencing mental health problems or be at risk of developing one.

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

Potential warnings signs include:

- Significant changes in behaviour
- Ongoing difficulties sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like, and
- Physical signs of self-harm or neglecting themselves

Where children have suffered abuse and neglect and other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking with the DSL or a DDSL. School has access to a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. School has access to Mental Health and Behaviour in Schools Guidance

If staff feel that a child is in immediate danger, they should call 999 or make arrangements for the child to be taken to see their GP or A&E. If a child needs help urgently for their mental health, but it is not an emergency, staff can get help from NHS 111 online or call 11 and select the mental health options.

Whistleblowing

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. Concerns about a colleague should be reported to the DSL or directly to the Headteacher. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO in accordance with the Whistleblowing Policy.

Whistle-blowing regarding the Headteacher should be made to the school DSL or directly to the CEO Rebecca Plaskitt.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 or email: help@nspcc.org.uk.

Appendix A – Relevant Policies

School Policies
Anti-Bullying Policy
Complaints Policy
Drug and substance Misuse Policy
Educational Visits Policy
Equality Policy
Health, Safety and Welfare Policy
ICT Use and Online Safety Policy
Medical Policy
SEND Policy
Mobile Phone Policy
Online safety policy

Trust Policies and Relevant Statements
Code of Conduct/Staff Behaviour Policy
Complaints policy
Staff Recruitment and Selection Policy
Whistle Blowing Policy
Health, Safety and Welfare Policy
Safeguarding Statement

Appendix B – Links to Further Advice and Support

Safeguarding and Child Protection

- Contextual Safeguarding Network https://www.contextualsafeguarding.org.uk/
- https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- Statutory Guidance to Relationships, education and sex education (RSE) and health education (2020) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex- education-rse-and-health-education
- OFSTED publication on safeguarding during inspections https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education- and-skills
- UK Council for Child Internet Safety (UKCIS) guidance: https://www.gov.uk/government/publications/education-for-a-connected-world

Abuse

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website

Bullying

- Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/
- Preventing and Tackling Bullying - DfE advice
- Cyber bullying: advice for headteachers and school staff - DfE advice

Children missing from education, home or care

- Children missing education - DfE statutory guidance
- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance

Drugs

- Drugs: advice for schools – DfE and ACPO advice
- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

Honour Based Abuse

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance
- Mental health and behaviour - DfE advice

Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Harmful Sexual behaviour

- **Homepage - UK Safer Internet Centre** – Helpline for professionals 0344 381 4772 or helpline@saferinternet.org.uk
- Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF Childline/IWF Report Remove Tool

Private fostering

- Private fostering: local authorities - DfE statutory guidance

Radicalisation

- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)

Upskirting

- Upskirting know your rights – UK Government

Violence

- Gangs and youth violence: for schools and colleges - Home Office advice
- Ending violence against women and girls 2016-2020 strategy - Home Office strategy
- Violence against women and girls: national statement of expectations for victims - Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges - DfE advice
- Serious violence strategy - Home Office Strategy

Advice for governing bodies/proprietors and senior leaders

- Childnet provide guidance for schools on cyberbullying
- Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation
- London Grid for Learning provides advice on all aspects of a school or college's online safety

Arrangements

- Plan Technology for Your School: Free support for planning, implementing and using technology – Buying for Schools -
- NSPCC provides advice on all aspects of a school or college's online safety arrangements
- Safer recruitment consortium "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones

- South West Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
- Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on Sharing nudes and semi nudes and using- external-visitors-to-support-online-safety-education
- SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)
- Learning Disability - Down's Syndrome - Williams syndrome | Mencap

Remote education, virtual lessons and live streaming

- Case studies on remote education practice are available for schools to learn from each other
- Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
- London Grid for Learning guidance, including platform specific advice
- National cyber security centre guidance on choosing, configuring and deploying video conferencing
- National cyber security centre guidance on how to set up and use video conferencing
- UK Safer Internet Centre guidance on safe remote learning

Support for children

- Childline for free and confidential advice
- UK Safer Internet Centre to report and remove harmful online content
- CEOP for advice on making a report about online abuse

Parental support

- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Lucy Faithfull Foundation StopItNow resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online
- Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- NSPCC provides support to paretns and children

- Parentzone provides help for parents and carers on how to keep their children safe online
- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe on line.

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SLT Member	Ms E. Tindall