Ravenscote Junior School

CHILD PROTECTION AND SAFEGUARDING POLICY 2026-2027

This policy was produced by the Designated Safeguarding Lead and is based on guidance from Keeping Children Safe in Education 2026 – effective from 1st September 2026 and all safeguarding statutory guidance.

Keeping Children Safe in Education highlights the importance of developing a safeguarding policy with all staff working with children within an education setting.

Date of Approval		**Date of Review**	
September 2026		**September 2027**	
Signed	Amy Wells **Headteacher**	**Signed**	Emily Gibson **Chair of Governors**

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Child Protection and Safeguarding Policy September 2026
Safeguarding Statement 2026 – 2027 - "It could happen here"

At Ravenscote Junior School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

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 children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

We follow the Surrey Safeguarding Children Partnership's (SSCP) procedures and have a number of policies and procedures in place with contribute to our safeguarding commitment, including our Child Protection and Safeguarding Policy. A copy of this policy is available on our 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.

Key Personnel

Designated Safeguarding Lead (DSL):

Mrs Natalie Nicholson – AHT	nnicholson@ravenscote.surrey.sch.uk

Deputy DSLs:

Mrs Amy Wells – Headteacher	head@ravenscote.surrey.sch.uk
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The nominated Safeguarding Governor is: Mrs Beth Weller
The Chair of Governors is: Miss Emily Gibson
chairofgov@ravenscote.surrey.sch.uk

Terminology

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children. It refers to the activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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

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

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

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

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

MAP refers to Surrey Multi-Agency Partnership
C-SPA refers to Surrey Children's Single Point of Access and Children's Consultation Line

Introduction

This policy has been developed in accordance with the Children Acts 1989 and 2004, the Education Act 2002 (as amended), and relevant statutory guidance including Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026. The policy also reflects relevant DfE safeguarding guidance, Surrey Safeguarding Children Partnership procedures and local safeguarding arrangements.

This policy is also based on Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies to safeguard and promote the welfare of pupils 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 members of staff and governors in the school.

Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

- Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

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

We recognise that discrimination, prejudice and discriminatory behaviour can constitute a safeguarding concern and can have a significant impact on a child's safety, wellbeing, dignity and emotional health. We do not tolerate prejudice-based or discriminatory behaviour in any form, whether it occurs in school, in the wider community or online.

This includes, but is not limited to, racist abuse, antisemitism, anti-Muslim prejudice, homophobia, biphobia, transphobia, misogyny, misandry, faith-based prejudice, disability-related prejudice and other forms of discriminatory or identity-based abuse.

Staff are expected to recognise and challenge discriminatory and prejudicial behaviour and to report concerns in accordance with the school's safeguarding and behaviour procedures.

Staff are aware that some children may face additional barriers to recognising, communicating or reporting abuse and neglect, including children with Special Educational Needs and Disabilities (SEND). Staff will consider these additional vulnerabilities and ensure that appropriate communication methods, support and adjustments are provided. This will be in accordance with our Special Educational Needs and Disability Policy.

We adhere to the principals of and promotes anti-oppressive practice in line of the United Nations Convention on the Rights of the Child and the Human Rights Act 1998.

Policy Principles and Values

The welfare of the child is paramount.

We will always –

- Act in the best interest of the child.
- Maintain an attitude of "**It could happen here**".
- Maintain a zero-tolerance approach to sexual violence and sexual harassment.

Children have a right to feel safe and secure, they cannot learn effectively unless they do so.

All children have a right to be protected from harm and abuse.

All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, considering contextual safeguarding, in accordance with statutory guidance.

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.

Safeguarding concerns will be considered cumulatively. The school will not wait for a single incident or disclosure before taking action where patterns, changes in presentation or multiple concerns indicate that a child may be at risk.

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.

We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and co-ordinated approach.

Policy Aims

To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.

To support the child's development in ways that will foster security, confidence and independence.

To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

To enable the school to effectively contribute to Early Help/Family Help, assessments of need and support for those children.

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

To emphasise the need for good levels of communication between all members of staff.

To 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 Early Help/ Family Help providers, the Police, Health and Social Care.

To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (all according to KCSIE guidance), and a single central record is kept for audit.

To comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.

To ensure consistent good practice within school and ensure that safeguarding follows a whole school approach.
To clarify safeguarding expectations for members of the school community, staff, governing body, children, and their families.

To contribute to the establishment of a safe, resilient, and robust safeguarding culture in school built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

To support contextual safeguarding practice recognising that the school's site can be a location where harm can occur.

To set expectations for developing knowledge and skills within the school's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.

To identify at an early stage the need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.

To work in partnership with children, parents/carers, and other agencies in the Surrey Safeguarding Children's Partnership.

Supporting children

We recognise that school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

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 PSHE and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.
- We take all welfare concerns seriously and encourage children to talk to us about anything that worries them.
- 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 provide contact details for outside agencies, e.g. Childline, NSPCC.
- We will liaise and work in partnership with other support services and agencies involved in Early Help/Family Help and the safeguarding of children.
- We will notify Children's Services 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 via CPOMS or as a hard copy to the child's new setting as a matter of priority and within statutory timescales.
- We recognise that we may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm. And that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of

self-worth. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Children are taught about safeguarding, including online, through various teaching and learning opportunities as part of a balanced curriculum. Children are taught how to recognise when they are at risk and how to get help when they need it.

Prevention/Protection

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

The school community will:

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 activity, 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.

Provide opportunities for children to learn about safeguarding across the curriculum. These will equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular these will include: anti-bullying work, online-safety (including AI, deepfakes, online grooming, harmful content and financial exploitation/scams), emergency services, road safety, gaming and image-based abuse. In addition, Year 6 will engage in focused work to prepare them for transition to Secondary school and more personal safety/independent travel. It is also recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special education needs or disabilities.

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

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

Safe School, Safe Staff

We will ensure that:
The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and reflects all applicable KCSIE guidance. Full details of the procedure are set out in the school's Recruitment and Selection Policy.

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, Low-Level Concerns Policy, Whistleblowing Policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and Keeping Children Safe in Education part 1 and ~~annex B~~.

All staff receive safeguarding and child protection training at induction in line with advice from Children's Safeguarding Partnership which is regularly updated and receive safeguarding and child protection updates (for example, via email and staff meetings), as required, but at least annually.

All members of staff are trained in and receive regular updates in online safety and reporting concerns, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring on school devices and our school network.

All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The Child Protection and Safeguarding Policy is made available via the school website and that parents/carers are made aware of this policy.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding Policy on the school's website and hard copies being available at the school office.

We provide a coordinated offer of Early Help/Family Help when additional needs of children are identified and contribute to early help/Family Help arrangements and inter-agency working and plans.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

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

The names of the designated members of staff for child protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school with a statement expressing that safeguarding is everyone's responsibility.

All staff, including those who do not work directly with children, are required to read Keeping Children Safe in Education 2026 Part One in full and to confirm that they have read and understood it. The Part One overview may be used as a supplementary reference but does not replace Part One. The Senior Leadership Team and Governors read KCSIE 2026 in its' entirety.

The DSL, Mrs Natalie Nicholson, is a member of the Senior Leadership Team. The Deputy DSLs are Mrs Amy Wells, Mrs Rebecca Brookes, Miss Serina Wheeler, Miss Daisy Mills, Mrs Rebecca Smye-Rumsby, Mr Rob Sage and Miss Francesca Porta-Rios. These staff have undertaken the compulsory training delivered through the SSCP (Modules 1&2/2 days) and have undertaken 'DSL New to Role' training followed by biannual updates.

Use of School Premises for Non-School Activities

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and ensure that any groups who use the school premises have appropriate child protection policies and procedures in place (including inspecting these as needed).

We follow the guidance set out in Keeping Children Safe in Out-of-School Settings and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate.
This includes ensuring that providers have appropriate:

- Safeguarding and child protection policies and procedures;
- Safer recruitment arrangements and DBS checks;
- Supervision arrangements for children and adults working with them;
- Safeguarding contacts and procedures for reporting concerns, complaints and allegations;
- Arrangements to consider Prevent and risks relating to radicalisation and extremism;
- Information-sharing arrangements; and
- Safeguarding expectations for the use of the school premises.

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Failure to comply with these arrangements would lead to termination of the agreement.

If the school receives an allegation relating to an incident that happened when a third-party provider was using school premises we will follow the procedures set out in the

allegations of abuse policy including informing the LADO where the appropriate threshold is met.

Roles and Responsibilities

All School Staff:

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

- Be aware that they do not need to wait for a disclosure before acting; other indicators of safeguarding concerns include overhearing conversations, changes in behaviour of the child, seeing images on devices (which may be confiscated by staff). Staff are aware that they can ask children outright if they have been harmed, and what the nature of the harm was.

- Reassure children that they are being taken seriously and that they will be supported and kept safe.

- Ensure that the child doesn't get the impression that they are creating a problem or made to feel ashamed for making a report.

- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation.

- Be vigilant to safeguarding issues, knowing that they overlap each other.

- Be aware of the risk factors that increase the likelihood of involvement in serious violence.

- Be aware that children with SEND are more vulnerable to abuse and also are more likely to have more difficulty communicating their experiences and concerns.

- Be aware that children may face additional barriers to telling someone because of their vulnerability, disability, gender or/and sexual orientation.

- Recognise it may only be the first incident reported, rather than representation of a singular incident, and that trauma can impact on memory.

- Provide a safe environment in which children can learn.

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

- Ensure 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.
    - Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.
    - Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
    - Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
    - If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our Child Protection and Safeguarding Policy and procedure and speaking to the designated safeguarding lead or a deputy.

- Ensure children know that there are adults in the school whom they can approach if they are worried or have concerns.

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

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

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

- Know how to respond to a pupil who discloses harm or abuse following training of current statutory/currently applicable guidance.

- Report their concerns to the DSL immediately if they are worried a child is being abused and record their concerns on CPOMS (a secure child protection computer-based programme). If the DSL is not contactable immediately, a Deputy DSL should be informed.

- Be prepared to refer directly to C-SPA and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

- Follow the allegations procedures if the disclosure is an allegation against a member of staff, supply staff or volunteers.

- Follow the procedures set out by the SSCP and take account of guidance issued by the Department for Education.

- Provide support for children subject to Early Help/Family Help, Child in Need or Child Protection that is in keeping with their plan.

- Treat information with confidentiality but never promising to “keep a secret”.

- Know who the DSL and Deputy DSLs, the Chair of Governors and the Governor responsible for safeguarding are and know how to contact them.

- Notify the DSL or a deputy of any child on a Child Protection Plan or Child in Need Plan who has unexplained absence.

- Have an understanding of early help/Family Help, and be prepared to identify and support children who may benefit from early help/Family Help.

- Identify children who may benefit from early help/Family Help, including children with physical and/or mental health conditions or needs, a family member in prison or a parent who has offended, at risk of so-called honour-based abuse and/or FGM or forced marriage, and persistent absence from school or frequent lateness, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school’s pastoral support process or an early help assessment). In some circumstances it may be appropriate for a member of school staff to act as the Lead Professional in early help/Family Help cases.

- Liaise with other agencies that support pupils and provide early help/Family Help.

- Have an awareness of the role of the DSL, the school’s Child Protection & Safeguarding Policy, Staff Behaviour (Code of Conduct) Policy, Safe Working Practices Code of Conduct and procedures relating to the safeguarding response for children who are absent from education.

- Be mindful that the Teachers’ 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.

- Report low-level concerns (as defined in KCSIE 2026) about any member of staff (including supply staff, contractors and volunteers) to the Headteacher.

- Explain to children that the law is in place to protect them rather than criminalise them, in such a way that avoids alarming or distressing them.

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

- Be able to identify vulnerable learners and act to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
    - who may need a social worker and may be experiencing abuse or neglect
    - requiring mental health support
    - who may benefit from early help/Family Help
    - where there is a radicalisation concern
    - where a crime may have been committed

- Be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may does not recognise these experiences as harmful. For example, children may feel embarrassed, humiliated or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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 guidance.

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

- All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.

- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to 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 co-ordinated offer of early help/Family Help when additional needs of children are identified

- Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.

- 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.

- Staff recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, and that they may face additional barriers when recognising that they are being abused or neglected. It is also recognised that these children are more prone to child-on-child abuse than other children. Furthermore, it is acknowledged that those children with SEND or certain health conditions may experience communication barriers and difficulties in managing or reporting these challenges.

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

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

- Allegations or concerns against staff, supply staff or volunteers are dealt with in accordance with guidance from Department for Education (DfE), Surrey Safeguarding Children's Partnership (SSCP) and Surrey County Council (SCC).

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

- Staff have appropriate knowledge of part 5 of KCSIE 2026 (child on child sexual violence and sexual harassment).

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

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

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

The Designated Safeguarding Lead:
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 which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) in the school, this responsibility is not able to be delegated.

- Have an "it could happen here" approach to safeguarding.

- Work with parents and carers to engage them in supporting the safeguarding of their children.

- Liaise with the local authority, the three safeguarding partners and work in partnership with other agencies in line with Working Together to Safeguard Children. Discuss and agree with safeguarding partners the levels for the different types of assessment, as part of local arrangements.

- Refer cases where a crime may have been committed to the police as required, using the NPCC – When to call the police guidance.

- Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse to the Surrey Children's Single Point of Access (C-SPA) and act as a point of contact and support for school staff. Requests for support should be made securely by email to C-SPA@surreycc.gov.uk using the Request for Support Form, and may follow a discussion on the C-SPA Consultation Line by telephone 0300 470 9100. Urgent referrals should be made by telephone 0300 470 9100 and ask for the priority line.

- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process and use the Prevent Referral Form to refer cases by email to preventreferrals@surrey.pnn.police.uk . 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 or contact the Counter Terrorism Security Advisers (CTSA) for Surrey Police as follows: ctsasurrey@thamesvalley.police.uk /or the Anti-terrorism hotline on 0800 789 321.

- 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 guidance on 'Child on Child Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.

- Follow KCSIE and be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.

- If required, discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues in order to prepare the school's policies (especially the child protection policy) and responses,

- 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 their knowledge and skills refreshed at regular intervals but at least annually.

- Have a secure working knowledge of Surrey Safeguarding Children's Partnership (SSCP) procedures and understand the assessment process for providing early help/Family Help and statutory intervention, including the local authority levels of need criteria and referral arrangements.

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

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

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

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

- Liaise with school staff (specifically FLW, attendance leads, class teachers and the Inclusion AHT) on matters of safety and safeguarding and consult the SSCP Continuum of Support for children and families living in Surrey document to inform decision making and liaison with relevant agencies.

- Be alert to the specific needs of children in need, those with SEND, relevant health conditions and young carers.

- Work closely with mental health leads where safeguarding concerns are linked to mental health.

- 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; in particular 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.

- Securely transfer records when a child moves to another school, including in-year and end of year to another primary school (within 5 days of a child starting at their next school) and at the end of a Key Stage to the next Key Stage, i.e. primary school to secondary school (within 5 days of the start of a new term for the child).

- Ensure that when a pupil transfers school (including in-year), their child protection file is passed to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives, separately from the main pupil file and ensuring secure transit, and that confirmation of receipt is received.

- Ensure that where a pupil transfers school (including in-year) and is on a child protection plan or is a child looked after, their information is passed to the new school immediately, using CPOMS if available at the transition school, 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, unless the transition school has CPOMS, then this is done electronically.

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

- Work with the DSL team, local authority and social workers 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 etc 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 use of the CSP multi-agency escalation procedures enquiries under section 47 of the Children's Act 1989 and police investigations.

- Be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019. (updated December 2023).

- Be aware of pupils who have a social worker and 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, within 1 month of employment at Ravenscote Junior School and updated once a year thereafter, sign to say they have read, understood and agree to work within the school's Child Protection and Safeguarding Policy, Staff Behaviour Policy (Code of Conduct) and Keeping Children Safe in Education (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 Education Safeguarding Team and the SSCP, and a minimum of annual updates (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) for all school staff, keep a record of attendance and address any absences.

- Ensure that the effectiveness of the schools filtering and monitoring systems are reviewed termly.

- Ensure the filtering and monitoring reports are reviewed weekly to establish patterns and trends, thereby enabling an appropriate response.

- Ensure that the school's policies and procedures meet the statutory "Filtering and Monitoring Standards" published by the Department for Education. These can be found in Filtering and Monitoring for Schools and Colleges.

- Ensure that in collaboration with the school leadership and governors, the Child Protection and Safeguarding 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.

- Contribute to and provide, with the Headteacher and Chair of Governors, the biennial (s157 s175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections to Surrey County Council.

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

- 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.

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

- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2026.

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

Local Advisory Committee:

All members of the Local Advisory Committee understand and fulfil their responsibilities to ensure that child protection is at the forefront of process and policy and that a whole school approach to safeguarding is facilitated, including online safety and filtering and monitoring of school devices and networks, vulnerable children, victims of abuse and SEND:

- 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 are absent from education.

- Ensure policies are consistent with Surrey Safeguarding Children's Partnership (SSCP) and statutory requirements are reviewed annually (as a minimum) and updated if needed, so that they are kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt and that the Child Protection and Safeguarding Policy is available on the school website.
- The Surrey Safeguarding Children's Partnership (SSCP) is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.

- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training. If there is not a panel conducting interviews then the individual will have completed the safer recruitment training.

- That at least one member of the Local Advisory Committee 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, including staff who do not work directly with children, 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.

- That all staff including temporary staff, contractors and volunteers are provided with the school's Child Protection and Safeguarding Policy and Staff Behaviour (Code of Conduct) policy.

- That the school has procedures for dealing with allegations of abuse against staff (including supply staff and the Headteacher), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation

Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

- That a nominated governor for safeguarding is identified.

- That a member of the senior leadership team has been appointed by the Governing Body 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 interagency training Foundation Modules 1 and 2, and also 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 PSHE and relationship and sex education (RSE). The governors and school will ensure application filters and monitoring systems are in place to safeguard children online.

- The school will comply with DfE and Surrey County Council SCC Children Missing Education requirements.

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

- 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. The governing body will ensure there are clear systems and processes in place for identifying possible mental health problems, include routes to escalate and clear referral and accountability systems.

- Appropriate online filtering and monitoring systems are in place on school devices and networks and their effectiveness are reviewed termly.

- The school's policies and procedures meet the statutory "Filtering and Monitoring Standards" published by the Department for Education. These can be found in Filtering and Monitoring for Schools and Colleges.

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

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

- Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2026.

- Ensure section 128 checks are undertaken as defined in KCSIE 2026.

- Ensure where school facilities/premises are rented to or hired by organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) appropriate arrangements are in place to keep children safe.

- Any weaknesses in safeguarding are remedied immediately.

- The school is aware that OFSTED inspections will always report on whether or not arrangements for safeguarding children and learners are effective. (OFSTED publication on safeguarding during inspections)

All governors will read Keeping Children Safe in Education (2026) Parts 1 and 2.
The Chair of Governors will act as the "case manager" in the event that an allegation of abuse is made against the headteacher, where appropriate, in line with the school's Allegations of Abuse against Staff policy.

Governors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Governors must ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and the requirement to ensure children are taught about safeguarding, is integrated, aligned, and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning.

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

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

Multi-agency Working

School has a pivotal role to play in multi-agency safeguarding arrangements. The governing body, SLT and DSLs need to ensure that the school contributes to the multi-agency working in-line with statutory guidance Working Together to Safeguard Children. New safeguarding partners and child death partner arrangements are now in place. Agencies will work together to safeguard and promote the welfare of children, including identifying and responding to their needs.

Confidentiality, Sharing and Withholding Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance. (Updated May 2024)
The school will refer to the guidance in the in the data protection: toolkit for schools - guidance to support schools with data protection activity, including compliance with the UK GDPR.

Information will be shared lawfully, proportionately and on a need-to-know basis where this is necessary to safeguard and promote the welfare of a child. Data protection legislation does not prevent the sharing of information where there is a lawful basis and safeguarding considerations justify or require sharing.

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 UK 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 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, 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.

All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

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

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

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

1. Make an initial record of the information related to the concern as soon as possible.

2. Report it to the DSL immediately.

3. 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.

4. Make an accurate record on CPOMS (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, 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
- Place and context of disclosure
- Who was present
- Any injuries; uploading a copy of a completed body map
- Explanations given by the child / adult
- Rationale for decision making and action taken
- Any actual words or phrases used by the child
- Demeanour/non-verbal behaviours of the child

5. Any paper records must be signed and dated by the author, scanned in and uploaded onto CPOMS. Records recorded on CPOMS must be through the

author's own log in account. The record needs to be completed by the adult who received the information.

6. In the absence of the DSL or the deputies, staff must be prepared to refer directly to C-SPA, and the police if appropriate, if there is the potential for immediate significant harm.

7. Staff should not assume that someone else will act on a concern.

8. If a concern is not acted upon appropriately, staff must escalate it through the appropriate channels.

Following a report of concerns the DSL must:

1. Using the Continuum of Support for Children and Families living in Surrey, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to C-SPA and the police if it is appropriate.

2. Normally the school should 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 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 taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse, the DSL must contact C-SPA consultation line on 0300 470 9100 by sending a Request for Support Form by secure email to: C-SPA@surreycc.gov.uk or contact the Surrey Children's Single Point of Access (C-SPA). 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. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA to discuss concerns.

5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider an early help/Family Help assessment.

6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

7. When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified C-SPA. The DSL

should seek advice about what action C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

8. 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 where they either:
   - Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth. The DSL should also be made aware.

Reporting and Responding to Safeguarding Concerns

Raising Safeguarding Concerns About a Child at Ravenscote Junior School

Information throughout the process will be shared between DSL team by CPOMS and twice-weekly DSL meetings.

DSL is Natalie Nicholson. DDSL's are Amy Wells, Rebecca Brookes, Daisy Mills, Serina Wheeler, Rob Sage, Becky Smye-Rumsby and Francesca Porta-Rios.

A member of staff has a concern about a child

Immediately discuss your concern verbally with the DSL or a DDSL. Information must not be discussed with any other member of staff, child or parents at this stage. If no DSL/DDSL is available, contact C-SPA for advice 0300 470 9100.

Follow DSL's advice and record the incident on CPOMS. Remember to be factual only – the log may be used in court at some point. Include time and place; who was present; the questions asked; the child's words; the child's non-verbal communication; the conversation with a DSL/DDSL.

DSL reviews concern and makes decision about the next steps.

DSL to refer to C-SPA or contact agency already supporting the family without discussion with parents if it is considered that the child is in danger of harm. Added to monitored children list (if not on already).

Relevant staff asked to monitor and feed back to DSL. Added to monitored children list (if not on already).

Call by DSL to parents/carers to discuss concerns and next steps and referrals. Added to monitored children list (if not on already).

DSL to contact C-SPA or agency already supporting family.

Escalation Procedures if RJS DSL team disagree with decision of C-SPA or Social Care.

Meetings with all agencies, DSLs and family to discuss plan and actions.

Support in place in school.

Relevant RJS staff kept informed and necessary information to support the child.

Targets and actions put in place, actioned and assessed by lead professional in discussion with other professionals supporting the family.

Dealing with Disclosures

All staff

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

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

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

Guiding principles, the seven R's

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 practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't 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 pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did they 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(s); the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil 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 a Deputy DSL, and the child is at risk of immediate harm, contact 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 on CPOMS. The original notes need to be uploaded onto CPOMS at the time of entering the incident on to CPOMS.
- Pass your original notes to the DSL for secure keeping.
- 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. These needs to be uploaded to CPOMS when an entry of the incident is made.
- 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.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Headteacher or Safeguarding Governor of the school and/or may contact the C-SPA.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them 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.

See Appendix 1 for C-SPA contact information and Continuum of Support.

Safeguarding concerns and allegations against adults who work with children

Procedure

This procedure should be used in all cases in which it is alleged a member of staff, supply staff, governor contractor 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 and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, which includes behaviour that may have happened outside of school – this is known as transferable risk.

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

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

- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governor 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 on 0300123 1650 option 3 *LADO (as part of their mandatory duty)*
  Email: LADO@surreycc.gov.uk 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.

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 and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2026) and the Surrey Safeguarding Children's Partnership (SSCP) procedures.

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.

Where an allegation is received relating to an incident where an individual or organisation was using the school premises for running an activity for children, our school safeguarding policies and procedures are to be followed, informing the LADO, as with any safeguarding allegation.

Full details of the procedures are set out in the school's Allegations of Abuse Against Staff Policy.

Low-level concerns

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

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

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

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

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Reports should be made to the Headteacher in accordance with the school's Low-Level Concerns policy in a timely manner. If the Headteacher has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

Records should be reviewed so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified.

Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies will be revised, or extra training delivered to minimise the risk of it happening again.

Full details of the procedures are set out in the school's Low-Level Concerns Policy.

What is child abuse?

The following definitions are taken from KCSIE 2026. In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, ~~so-called~~ honour based abuse, forced marriage or female genital mutilation. To support the local context, all staff have access to the Continuum of Support for Children and Families living in Surrey.

What is 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or 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.

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

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

It may involve serious bullying (including 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 alone.

Sexual abuse

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

The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing and touching over clothing. The activities may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children

by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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

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

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

The Graded Care Profile 2 is available to provide a more detailed information regarding neglect.

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 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 should be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.
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.

Physical indicators of neglect

- 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 of neglect
- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional abuse

The nature of emotional abuse:

- 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 towards 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 on.

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

Social 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

Physical abuse

The nature of physical abuse

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

In 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.

Staff working with children need to be aware of and comply with Ravenscote Junior School's Touch and Physical Intervention Policy.

Physical abuse also includes online which facilitates, threatens and/or encourages sexual violence.

Sexual abuse

The nature of sexual abuse:
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.

Sexual exploitation is seen as a separate category of sexual abuse. The Surrey Safeguarding Children's Partnership (SSCP) professional guidance provides school staff with information regarding indicators of CSE.

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.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very 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

Parental Substance Misuse

Substance misuse covers misuse of a range of mind-altering substances. It can have a severe impact on an individual's functioning as well as their physical health. Substance misuse is formally defined as the continued misuse of any mind-altering substance that severely affects a person's physical and mental health, social situation and responsibilities (NHS, 2019). The Advisory Council states that substance misuse can have consequences of a physical, psychological, social, interpersonal, financial and legal nature for users and those around them. Parental substance misuse becomes relevant to child protection when it affects parenting capacity.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's wellbeing.

Sexual violence and sexual harassment between children in schools

Child-on-Child Abuse

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

It is recognised that child-on-child abuse can be through harassment and misogynistic messages. Furthermore, non-consensual sharing of indecent nude and semi-nude images and videos is viewed by staff as abuse from peers, as is sharing of abusive images and pornography to those who do not want to receive such content. Sexual violence can also include an online element which facilitates, threatens and/or encourages sexual violence. Staff also recognise that causing someone to engage in sexual activity such as forcing someone to strip, touch themselves sexually or to engage in a sexual act with a third party is abuse.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online, over electrical devices, such as telephone, and face-to-face (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff know the indicators of child-on-child abuse even if not reported, and understand the importance of challenging inappropriate behaviours between peers and know that not doing so creates an unsafe environment and leads to a culture that normalises abuse. Staff also understand that abuse takes place in school and out of school, including online.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is recognised that victims will likely find the experience distressing, particularly if the perpetrator(s) is visible to them each day, and will be supported in school. It is also important that other children, adult students and school staff are supported and protected as appropriate.

Policy

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

We recognise that children are capable of abusing other children and their peers and that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Positive Behaviour Policy and this will be dealt with under our Child Protection and Safeguarding Policy and in line with KCSIE (2026)

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

- making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. This could for example include children being sexually touched/assaulted or children being subject to initiation-type (hazing) violence which can take place online as well as face to face, and sometimes simultaneously between the two.

- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.

Prevention

Taking a whole school approach to safeguarding & child protection.

Providing training to staff including how to recognise it even when it is not reported.

Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.

Engaging with specialist support and interventions.

Understanding that addressing inappropriate behaviour can prevent behaviours to continue or to occur with other children.

Responding robustly to reports of sexual violence and sexual harassment

Responses should be underpinned by the principle that 'there is a zero-tolerance approach to sexual violence and sexual harassment and it is **never** acceptable. The DSLs in school know what early help/Family Help processes are available to support and where to access this support.

The school recognises that sexual behaviour in primary-aged children needs to be considered in the context of age, stage of development, understanding, consent, power imbalance and individual circumstances. Behaviour that may appear developmentally curious or exploratory will be distinguished from behaviour that is inappropriate, problematic, abusive or harmful. Any behaviour that causes concern will be considered on an individual basis and may require a safeguarding response.

Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.

Consider all reports and concerns about sexual violence and/or harassment both online and office line, including those that have happened outside of school.

Balance the victim's wishes against the responsibility to protect other children.

Remember that sexual violence and sexual harassment can take place within intimate persona relationships between peers.

Keep the victim and the alleged perpetrator(s) a reasonable distance apart on school premises includes at before and after-school activities.

Regularly review the actions you take to respond to reports. In response, update relevant policies with lessons learnt and consider whether there are wider cultural issues at play.

Record all concerns, discussions and decisions made, and the reasons for those decisions, in writing.

If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2022) guidance.

Staff taking the report will inform the DSL or a Deputy DSL immediately.

Staff taking a report will never promise confidentiality.

Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to C-SPA securely email: C-SPA@surreycc.gov.uk or telephone 0300 470 9100, as appropriate.

The key consideration is for staff not to view or forward illegal images of a child. The guidance provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection

Risk Assessment:

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

The Risk assessment will consider;

- The victim, especially their protection and support
- The alleged perpetrator(s), their support needs and any discipline action
- All other children at the school
- The victim and the alleged perpetrator(s) 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 pupils.
Support regarding risk assessments can be accessed from the Education Safeguarding Team Resources Hub.

Action: The DSL will consider:

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

Confidentiality:

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:

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

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

Options: The DSL decision making regarding the issue with the following possible options:

- Manage internally
- early help/Family Help intervention
- Refer to C-SPA
- Report to the police (generally in parallel with a referral to C-SPA)

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

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 Children's Social Care.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school will remain aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

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

The DSL will consider how best to keep the victim and perpetrator(s) a reasonable distance apart on school premises and on transport where appropriate.

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(s) to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

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 in light of the Positive Behaviour Policy, which may include consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school or college, the Headteacher should continue keeping the victim and perpetrator(s) 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(s) and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator(s) 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.

The school will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

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

Physical Abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.
These are equally not tolerated and if it is believed that a crime has been committed, this will be reported to the police.

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

Harmful Sexual Behaviour

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

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people.
- Assess and respond appropriately to sexual behaviour in children and young people.
- Understand healthy sexual development and distinguish it from harmful behaviour.
- By categorising sexual behaviours, school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

Brook's nationally recognised Sexual Behaviours Traffic Light Tool and training provides a highly visible, multi-agency response that helps professionals to identify, understand and respond appropriately to sexual behaviours in young people. The training and accompanying Tool equip professionals to make consistent and informed decisions that neither stigmatise nor criminalise young people.

The DSL will have up-to-date training to allow access and use of the tool. Training may also be offered to additional staff as deemed appropriate, for example additional members of the DSL Team.

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

Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. We recognise that bullying can occur in many forms, including face-to-face, online, prejudiced-based and discriminatory, misogyny,

misandry, antisemitism. It can occur between individuals, between groups and between those in intimate relationships.

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

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

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

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

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

LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and the school is aware that there is a range of support available to help counter homophobic, bi-phobic and transphobic bullying and abuse.

Online Safety

The school has an online safety policy which explains how we try to keep pupils 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 pupils how to stay safe online, within new and existing school subjects (Teaching Online Safety in Schools, January 2023) to guide practice.

The school has established mechanisms to identify, intervene in, and escalate any concerns where appropriate. The school follows the statutory Mobile Phones in Schools guidance (2026). Mobile phones and other smart technology will be managed in accordance with the school's Behaviour Policy and relevant acceptable use

arrangements. Any misuse of devices which raises a safeguarding concern will be reported to the DSL and managed in accordance with this policy.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk, as identified in KCSiE 2026.

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: 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: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images; including those generated using AI and online bullying, and
Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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 Tik Tok, Instagram, Snapchat and You Tube 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.

Pupils 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. They are also vulnerable to engage in commerce, including gambling.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and is regularly updated. The school Online Safety Officers are Mrs Natalie Nicholson (DSL), Mrs Sophie Spooner and Mrs Hannah Burrows (Computing and Online Safety Subject Leads).

The school works in partnership with parents in order to engage them in online safety measures for their children.

The school follows the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers.

The governing body ensure that appropriate filters and monitoring systems are in place. 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.

Filtering and Monitoring

Further information about filtering and monitoring can be located in the Online Safety policy.
The Local Advisory Committee and the leadership within school take all actions that they reasonably can to limit pupils' exposure to risks from the school's IT system and consider the filtering and monitoring standards published by the Department for Education: Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK

The Local Advisory Committee ensure that appropriate filters and monitoring on school devices and school networks and systems are in place and annually review their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. They also consider the number of and age range of pupils in school, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. The filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning and the monitoring strategies should be effective and meet the safeguarding needs of the school.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Racist Incidents

Our policy on prejudice-based incidents is set out separately and covers incidents involving racism, faith-based prejudice, antisemitism, anti-Muslim prejudice, disability-related prejudice, homophobia, biphobia, transphobia, misogyny and misandry. We keep a record of racist incidents on CPOMS. Repeated incidents, patterns of behaviour or a single serious incident may constitute a safeguarding concern and will be considered under our child protection procedures where appropriate.

Radicalisation, Extremism and Terrorism

Full detailed advice on these issues can be found in the school's separate Preventing Radicalisation and Extremism policy and our Prevent Risk Assessment.

The Prevent Duty - safeguarding learners vulnerable to radicalisation (2022, updated 2023) 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.

Radicalisation is "the process of a person legitimising support for, or use of, terrorist violence."
Extremism is defined as '"The promotion or advancement of an ideology based on violence, hatred or intolerance…"
where the ideology aims to:

- negate or destroy the fundamental rights and freedoms of others;
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve these aims.

Terrorism is an action that endangers or causes serious violence to a person/people causes serious violence to a person/people: causes serious damage to property; or seriously interferes with an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made of the purpose of advancing a political, religious or ideological cause.

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

The 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. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.
Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014). The school ensures that pupils understand how people with extreme views share these with others, especially using the internet.

The school is committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

The school governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, due diligence for external speakers and private hire facilities, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk using the Prevent referral form. 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 Counter Terrorism Security Advisers (CTSA) for Surrey Police as follows: ctsasurrey@thamesvalley.police.uk /or the Anti-terrorism hotline on 0800 789 321.

The Department of 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 or extremism

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

Extremism is defined by the Government in the Prevent Strategy as: Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

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

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

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element or sharing extremist messages or social profiles;
- Possessing or accessing violent illegal or 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;
- Significant changes to appearance and / or behaviour and peer relationships;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis;
- Secretive behaviour;
- Intolerance of difference, including faith, culture, gender, race or sexuality;
- Graffiti, art work or writing that displays extremist themes;
- Attempts to impose extremist views or practice on others;
- Verbalising anti-Western or anti-British views;
- Showing sympathy for extremist causes;
- Glorifying violence, especially to other faiths or cultures; or
- Making remarks or comments or advocating messages similar to illegal or extremist groups.
- Changing online identity or having more than one online identity.

Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits.

The Department of Education guidance The Prevent Duty can be accessed via this link.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right as they may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16

or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Domestic abuse represents one quarter of all violent crime. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. 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, long lasting emotional and psychological 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. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The school is enrolled onto the Operation Encompass scheme which helps police and schools work together to provide emotional and practical help to children who may have experienced domestic abuse. As part of the statutory arrangements, when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following day. This ensures that the

school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the school will follow its usual safeguarding procedures and make a referral to children's social care or work with the police if they are concerned about a child's welfare.

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

Child sexual exploitation and child criminal exploitation are forms of child abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal 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/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator(s) of facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a 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.

As well as being physical, it can be non-contact, facilitated and/or take place online or occur through the use of technology. In many cases, the child may not realise they are being exploited or abused, for instance, believing that they are in a loving relationship.

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.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of school. All staff, especially the DSL and DDSLs, will consider whether children are at risk of abuse or exploitation in situations outside their families, Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, sexual abuse, criminal exploitation, County Lines and serious youth violence.

The DSL will consider the published Surrey Children's Safeguarding Partnership guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the DSL identifies any level of concern (green, amber or red) the DSL should contact C-SPA and email a Request for Support Form. If a child is in immediate danger the police should be called on 999.

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 PSHE and RSE curriculum. Pupils 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 child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;

- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:
Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

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

Child Sexual Exploitation (CSE)

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

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

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments. All staff, but especially the DSL will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

In all cases if the DSL identifies any level of concern the DSL should contact the C-SPA and if a child is in immediate danger the Police should be called on 999.
The setting is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

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

Child Criminal Exploitation (CCE)

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

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

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

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The DSL will then contact the C-SPA and if there is concern about a child’s immediate safety, the Police will be contacted on 999.
The setting is aware there is a clear link between regular non-attendance at setting and exploitation. Staff will consider a child to be at potential risk in the case of regular

non-attendance at setting and make reasonable enquiries with the child and parents/carers to assess this risk.

Serious Violence

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

- increased absence from the setting
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- possession of, or threats involving, weapons,
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks, county lines or gangs and may be at risk of criminal exploitation.
- online activity which may facilitate or encourage serious violence or criminal exploitation
- links between serious violence and other safeguarding concerns, including criminal exploitation

Staff are aware that violence can often peak in the house just before and after the children attend the setting which includes travelling to and from the setting. We will consider risks in the local community and share information with the police or social care where appropriate.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may also be vulnerable to criminal exploitation, including county lines activity, which can involve trafficking, coercion and forced criminality.

Sharing nudes and semi-nudes

The practice of children sharing images and videos via text message, email, social media, gaming platforms, mobile messaging apps or forums has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of nude or semi-nude photos and videos, consensual and non-consensual. Such imagery involving anyone under the age of 18 is unlawful.
Sharing nudes and semi-nudes refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with someone they believe to be 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.
- The term 'sexual imagery' also includes pseudo-images, otherwise known as "deep fakes" and "deep nudes", which are AI generated images that otherwise appear to be a photograph or video. These may be created using tools such as photo/video editing software, deepfake apps and generators (to combine and superimpose existing images or videos onto other images and videos), and AI text-to image generators.
- Voyeurism Act 2019 – Upskirting is 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 'up skirting' 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. "It is a criminal offence. Anyone of any gender can be a victim.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance 'Sharing nudes and semi-nudes in schools and colleges: responding to incidents and safeguarding young people'. As a precaution, all mobile phones and other devices that can take images or can make contact with other devices (e.g. Smart Watches) are not permitted in school.

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, 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 imagery.
- Staff should never download or share the imagery, or ask a child to share or download it.
- If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL.

- Staff should not delete the imagery or ask the young person to delete it.
- Staff should not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Staff should not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Staff should not say or do anything to blame or shame any young people involved.
- Staff should explain to the young person that they need to report it and reassure them that they will receive support and help from the DSL.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).

Parents/carers should be informed at an early stage and involved in the process in order to best support the child or young person 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 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, exploited or groomed (including online) 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.
- Where there is a threat to life, the Police should be notified immediately by dialling 999.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to 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/Family 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 distributed.
- 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 sharing nudes and semi-nudes before.
- Voyeurism occurred.

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

The DSL will record all incidents, including the actions taken, rationale for actions and the outcome.

Honour-based Abuse

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

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

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in

England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. The Serious Crime Act 2015 sets out 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 is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

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

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

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

School staff are trained to be aware of risk indicators of FGM, which include:

- low level of integration into UK society;
- mother or a sister who has undergone FGM;
- girls who are withdrawn from PSHE;
- visiting female elder from the country of origin;
- being taken on a long holiday to the country of origin;
- talk about a 'special' procedure to become a woman.

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;

- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

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 pupils 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.

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. In addition, since February 2023 it also states that it is an offence to carry out any conduct for the purpose of causing a child to enter into a marriage before the child's eighteenth birthday (whether or not the conduct amounts to violence, threats, any other form of coercion or deception).

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

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with C-SPA and/or the Forced Marriage Unit.

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.

Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares fora 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 place 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. They are a potentially vulnerable group who should be monitored particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Therefore, all staff are alert to possible safeguarding issues.

On admission the school will take steps to verify the relationship of the adults to the child who is being registered.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care at least six weeks before the arrangement is due to start. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this will the DSL and the DSL will notify the C-SPA immediately.

Mental Health

School has an important role to play in supporting the mental health and wellbeing of our pupils.
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.

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 one of the school's DSLs. 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 the Mental Health and Behaviour in Schools Guidance

Mrs Rebecca Brookes and Miss Francesca Porta-Rios are our Designated Senior Mental Health Leads.

Children Who are Questioning their Gender

We recognise that some children may question their gender and that this may be a sensitive and complex area. We will consider the individual circumstances, needs, wellbeing and safeguarding of each child in accordance with Keeping Children Safe in Education.

Staff will remain alert to any safeguarding concerns, including bullying, abuse, discrimination and wellbeing concerns, and will report these in accordance with this policy.

Any requests relating to social transition will be considered on an individual basis, with the child's best interests, safeguarding and wellbeing at the centre of decision-making. Parents/carers will normally be involved unless there is a safeguarding reason why this would not be appropriate.

The school will have regard to its duties under the Equality Act 2010 and Human Rights Act 1998 when making decisions and will ensure that the needs and safety of all pupils are considered.

Children Looked After and Children Previously Looked After

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

The designated teacher for children looked after (Miss Francesca Porta-Rios) and the DSL have details of the child's social worker and the name and contact details of the Surrey County Council's Head of Virtual School.

The designated teacher for children looked after and children previously looked after 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 children looked after in the school and meet the needs of the child within their personal education plan.

Contextual Safeguarding

The school assesses the risks and issues in the wider community when considering the well-being and safety of children. 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. The school recognises that these extra-familial threats might arise from within their peer groups, from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines;
- trafficking;
- online abuse;
- sexual exploitation;
- extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

Staff are trained on contextual influences and follow the school procedures for reporting concerns.

Children with special educational needs and disabilities or health issues

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children he potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so

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

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

The school should raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation, when such incidents occur, ensuring anonymity and confidentiality of the children and parents involved. As children get older and are granted more independence (for example, as they start walking to school on their own in Years 5 and 6) it is important they are given practical advice on how to keep themselves safe.

The school also has links with the police and works directly with our allocated Police Community Support Officer, John Adams (Neighbourhood Team, phone: 101), who is accessible to support the school in aspects such as unknown adults loitering near the school.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.
Further information is available at: https://www.actionagainstabduction.org/ and www.clevernevergoes.org

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available.

The guides are available on this link http://www.socialworkerstoolbox.com/going-court-booklet-children-young-people-going-witnesses-crown-magistrates-youth-court/ There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

Children Absent From 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 being absent from education for prolonged periods and/or on repeat occasions are at significant risk of underachieving, and becoming NEET (not in education, employment or training) later in life.
A child being absent from education for prolonged periods and/or on repeat occasions, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become absent from education, but some children are particularly at risk. These include children who:

- Are at risk of abuse, harm and neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveler families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

The school will follow procedures for unauthorised absence and for dealing with children who are absent from education for prolonged periods and/or on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Parents are asked to ensure that the school has at least two emergency contact numbers for their child and to update the school as soon as possible if the numbers change.

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

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

The school will:

- Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil 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 pupil.
- Notify the local authority if a pupil who is expected to attend the school fails to take up the place.
- Monitor each child's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence; and address poor or irregular attendance without delay.
- Remove a child's name from the admissions register (Arbor) 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.
- Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the Elective Home Education Team / Education Welfare. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify Education Welfare at the earliest opportunity.
- When a pupil leaves the school, record the name of the pupil's new school and their expected start date.

Staff will be trained on signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, the school will follow local child protection procedures, including with respect to making reasonable enquiries. The school will make an immediate referral to the local authority

children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Pupils Missing Out of Education (PMOOE)

The vast majority of 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'.

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 and parents (and the local authority where the pupil has a statement of special educational needs/EHCP) 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 pupil 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 continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment,

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

The school leadership will report to governors of any formal direction of a pupil 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.

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 and neglect, including the exploitation of children. The DSL is the Senior Attendance Champion and will regularly liaise with the Family Link Worker, Class Teachers and 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 who are absent 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 or 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 who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques.
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 Positive Touch training 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.

The school has a Touch & Physical Intervention Policy.

Whistle-blowing

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

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

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0808800 5000 – line is available from 8:00 AM to 10:00 PM, Monday to Friday and from 9:00 AM to 6:00 PM at weekends and Email: help@nspcc.org.uk.

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body, whose contact details are readily available to staff by contacting the Clerk to the Governors, through the school office or emailing the Chair of the Governing Body directly on chairofgov@ravenscote.surrey.sch.uk.

While the School encourages members of staff to raise their concerns internally, the School also recognises that some staff may feel unable to do this and that they may therefore wish to contact an individual or organisation independent of the school. The whistle-blower can contact the LADO, trade union/professional association or the Education & Skills Funding Agency as relevant to the nature of the concerns.

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. All doors in school have clear glass panels.

Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputies) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned before questioned about an offence, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority

3. failing these, some other responsible adult aged 18 or over who is not:

    a. a police officer;
    b. employed by the police;
    c. under the direction or control of the chief officer of a police force; or
    d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019. (updated 2023)

Checking the identity and suitability of visitors

All visitors to the school are required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the school, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign into the school's Inventry system and wear a visitor's lanyard.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times unless DBS checked. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

This policy links to our policies on:

Administration of Medicine
Allegations of abuse against staff
Anti-bullying
Attendance
Complaints
Child-on-child Abuse
Children Looked After
Curriculum
Data Protection
Educational Visits
Health & Safety
ICT & Computing Acceptable Use
Inclusion
Mental Health
Online Safety
Positive behaviour
Preventing Radicalisation and Extremism
PSHE (including RSHE)
Recruitment and Selection
Social Networking
Staff Behaviour (Code of Conduct)
Staff handbook
Teaching and Learning
Touch and Physical intervention
Whistleblowing

Support from the Police

Police Community Support Officer, John Adams (Neighbourhood Team, phone: 101)

101 for reporting an incident

999 to gain emergency support

Additional advice and support

Abuse

- What to do if you're worried a child is being abused

Bullying

- Anti-Bullying Alliance
- Preventing and Tackling Bullying

Children absent from education, home or care

- Children missing education
- Working together to improve school attendance

Children with family members in prison

- National Information Centre on Children of Offenders

Child Exploitation

- Trafficking: safeguarding children

Contextual Safeguarding

- Contextual Safeguarding Network

Children and the Court System

- Going to court: A booklet for children and young people who are going to be witnesses at Crown, magistrates' or youth court

Domestic Abuse

- National Domestic Abuse Helpline
- Domestic Abuse: How to get help
- Your Sanctuary – Surrey Based Domestic Abuse Charity

Drugs

- Drugs: advice for schools
- Information and advice on drugs

"Honour Based Abuse"

- Female genital mutilation: information and resources
- Female genital mutilation: multi agency statutory guidance
- Faith based abuse: National Action Plan

Health and Well-being

- Rise Above: Free PSHE resources on health, wellbeing and resilience
- Medical-conditions: supporting pupils at school
- Mental health and behaviour

Homelessness

- Homelessness: How local authorities should exercise their functions

Online

- UK Council for Child Internet Safety
- Education for a Connected World
- Sharing nudes and semi-nudes – responding to incidents and safeguarding children.

Private fostering

- Private fostering: local authorities

Radicalisation

- Prevent duty guidance
- Prevent duty: additional advice for schools
- Prevent for FE and Training

Upskirting

- Upskirting know your rights

Violence

- Gangs and youth violence: for schools and colleges
- Tackling violence against women and girls strategy July 2021
- Violence against women and girls: national statement of expectations for victims
- Serious violence strategy

Advice for Local Advisory Committees and senior leaders

- Childnet provide guidance for schools on cyberbullying
- Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation
- Filtering and Monitoring Standards for Schools
- London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
- 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 using-external-visitors-to-support-online-safety-education

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

- Child abduction and Clever Never Goes
- 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

- 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
- NSPCC provides advice and support for parents and carers to keep children safe from radicalisation
- 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)
- Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims
- CEOP Education provides support for parents and carers to keep their children safe online
- Parentzone provides help for parents and carers on how to keep their children safe online
- UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online

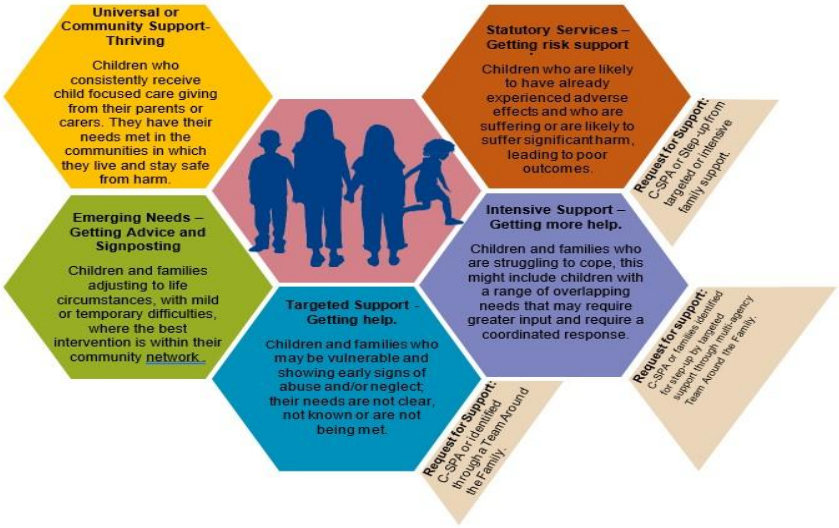
Appendix 1

Who to contact if you are concerned that a child or young person is at risk of harm

Police: in an emergency – 999
Surrey Children's Single Point of Access (C-SPA): Consultation Line – 0300 470 9100. (advice only). Operated from 9am to 5pm
Out of hours phone: 01483 517898
NW C-SPA direct number:- 0300 123 1630
Email for concerns for a child or young person: C-SPA@surreycc.gov.uk
Email for concerns for an adult: ascmash@surreycc.gov.uk
Local Authority Designated Officer (LADO): 0300 123 1650 (option 3) or LADO@surreycc.gov.uk
Monday to Friday from 9am to 5pm

The Consultation Line may advise a referral via a 'Request for Support Form'. This form covers requesting Targeted Support, Intensive Support or Statutory Services. Below is the Continuum of Support.

For further information please visit: https://surreyscb.procedures.org.uk/zkyqqt/managing-individual-cases/continuum-of-support-for-children-and-families-living-in-surrey



Operation Encompass
Supporting children through key adults

Operation Encompass is continuing. They want us to share information of disclosures with the police (going through the P-SPA or the C-SPA)

P-SPA is the Police Single Point of Access that we can contact to pass on information of a disclosure following a recent Operation Encompass notification or to share relevant information following an Operation Encompass notification that has not been shared with C-SPA or the police previously.

Tel: 01483 636451 or surreypoliceopencompass@surrey.pnn.police.uk

APPENDIX 2

This agreement is signed by staff as part of their commitment to the Staff Behaviour Policy (Code of Conduct).

Safeguarding Children and Young People Safe Working Practice Agreement

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

It is everyone's responsibility to ensure that pupils are cared for appropriately and safeguarded from any harm, and their duty of care to promote the health, safety and welfare of all members of the school community.

The staff code of conduct gives clarity to measures needed to ensure that all employees and pupils can work within and enjoy being part of a safe and caring environment.

It is acknowledged that the vast majority of employees behave appropriately whilst working with our pupils. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the Headteacher and governing body.

Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate.[1]

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

You should always:

- *Adhere to all school policies, many of which are specifically written with safeguarding in mind. For example: Child Protection & Safeguarding, Staff Behaviour/Code of Conduct, Touch & Physical Intervention, Positive Behaviour, Anti-Bullying, Social Networking, Complaints Policy, Whistleblowing, PSHE (with RSHE), Online Safety, Child-on-Child Abuse and Health and Safety, etc.*
- *Behave in a mature, respectful, safe, fair and considered manner at all times.*
- *Provide a good example and "positive role model" to the pupils*
- *Observe other people's right to confidentiality. (Unless you need to report something to the Headteacher or DSL e.g. child protection concern).*
- *Treat all children equally; never confer favour on a particular child, or build "special relationships" with individual children, except where one to one working is part of a plan agreed with the Headteacher or class teacher.*

[1] It is the perception of the person subject to a remark or action rather than your stated intention that defines "appropriate" or "inappropriate".

Report to the Headteacher

- *Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.*
- *Any behaviours of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures.*

Report to the Headteacher or member of the leadership team.

- *Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.*

You should never:

- ***Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.***
- *Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.*
- *Push, hit, kick, punch, slap, throw missiles at, or smack, a child or threaten to do so.*
- *Make inappropriate remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature.*
- *Intentionally embarrass or humiliate children, for example, by using sarcasm or humour in an inappropriate way.*
- *Behave in an illegal or unsafe manner.*
- *Allow, encourage or condone children to act in an illegal, improper or unsafe manner.*
- *Personally discriminate either favourably or unfavourably towards any child.*
- *Make arrangements to contact, communicate or meet children outside of work.*
- *Develop "personal" relationships with children.*
- *Accept current or ex-pupils as 'friends' on social media sites such as Facebook. This is to prevent any possible misinterpretation. (See Social Networking policy)*
- *Use social media to discuss confidential information or to discuss specific children or the school. (See Social Networking policy)*
- *Put photographs relating to school, including social functions, on social media sites and no comments relating to any aspect of school should be made, discussed or "liked". (Online Safety Policy)*
- *Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use school provided equipment for this purpose (Online*
- *Safety Policy)*
- *Mobile phones should NOT be used in class or while on duty, eg play and lunchtimes.*
- *Give or receive (other than "token") gifts unless arranged through the Headteacher, for example outgrown sports kit/ uniform.*
- *Undertake any work with children when you are not fit and in a proper physical or emotional state to do so.*

The Headteacher and the Governors of Ravenscote Junior School thank you for your support of the arrangements made for the safety and care of young people and adults in our school community.

Mrs Amy Wells
Headteacher