

Holy Trinity Pewley Down:

A Federation of

Holy Trinity Church of England Junior School and Pewley Down Infant School, Guildford

Child Protection and Safeguarding Policy

Contents Page

Page	
3	Introduction, safeguarding statement and key personnel
4	Equalities Statement
5	Aims of this Policy
5	Responsibility for the Policy and Procedure
5	1) Role of the governing body
6	2) Role of the Headteacher and DSL
8	3) Role of the Nominated Governor
8	4) Role of School Staff and Volunteers
9	5) Role of Pupils
9	6) Role of the School Council
9	7) Role of Parents/Carers
10	Partnerships with Parents/Carers
10	Reporting Concerns
10	1) Pupil disclosure
10	2) Staff concern
10	3) Parent disclosure
11	Procedures
11	1) Recording Information
11	2) Reporting to the DSL
11	3) Support
11	4) Confidentiality, Sharing and Withholding Information
12	5) Multi-agency Meetings
12	6) Pupils transferring to another school
12	7) Training
13	8) Monitoring and Evaluation
13	9) Prevention
13	Other Safeguarding Challenges
14	Dealing with Allegations against School Staff, School Volunteers, the Headteacher or another Pupil (including low level concerns)
15	Raising awareness of this Policy
15	Associated Policies
15	Monitoring the Effectiveness of the Policy

15	Review
16	Appendix 1: Record of Concern
17-19	Appendix 2: HTPD Policies related to Safeguarding and Child Protection <ul style="list-style-type: none"> • Whistleblowing • Positive Touch / Restrictive Physical Intervention • Online Safety • SEND • Children Missing Education • Anti-bullying • Safer Recruitment • GDPR Policy • Racist Incidents and Equality Policy • Behaviour Policy • Disciplinary and Capability Policy • Staff Conduct and Guidance Procedures • Administration of Medicine Policy • PSHE and RSE policies
20	Appendix 3: Information on Specific Categories of Abuse
20	• Physical Abuse
20	• Emotional Abuse
21	• Sexual Abuse
21	• Neglect
21	• Child-on-child abuse
24	• Radicalisation, Extremism and Terrorism
24	• Indicators of Vulnerability to Radicalisation
26	• Anti-bullying / Cyberbullying
26	• Racist Incidents
26	• Online Safety / Cybercrime
27	• Youth produced sexual imagery (“sexting”) – sharing nudes and semi-nudes
27	• Child Sexual Exploitation (CSE)
28	• Forced Marriage (FM)
29	• Honour-Based Abuse (HBA)
29	• One Chance Rule
29	• Female genital mutilation (FGM)
30	• Domestic Abuse
31	• Private Fostering Arrangements
31	• Looked After Children (LAC) and Previously LAC (PLAC)
32	• Children Missing Education (CME)
33	• Attendance and Behaviour
33	• Children with Special Educational Needs and Disabilities or Health Issues
33	• Restrictive Physical Intervention
34	• Whistleblowing
35	Appendix 4 Links to other documents and further advice

Introduction

Holy Trinity Pewley Down (HTPD) is committed to providing a caring, friendly, safe and Christian environment for all our pupils so that they can learn in an atmosphere of tolerance, mutual respect and co-operation. We encourage children to become confident, independent learners who can contribute positively to our school and community and who respect the needs and values of others. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children are safe and receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Headteacher & Designated Safeguarding Lead (DSL)	Deputy DSL's – Infant Site	Deputy DSL's – Junior Site	Designated Teacher for LAC	Nominated Governor
Clare Brunet	Lilja Helgadottir	Lucy Cray (HSLW) Tom Everard (online safety co-ordinator) Sheena Preston Nick Walker	Lilja Helgadottir	Mark Sharman (also governor for Looked After Children) Co-Chairs of Governors: Deborah Pepper Helen Murray

We know that some groups of pupils are at risk of disadvantage and our child protection and safeguarding policies pay particular attention to their needs. At HTPD, 32% of the children speak English as an additional language. This is significantly more than in most schools. We endeavour to ensure that our safeguarding procedures, support and expectations are well communicated to the whole school community including these families from overseas. We celebrate our multi-cultural and diverse school. Only a small number of children are in receipt of pupil premium funding, and we work hard to ensure that each individual's needs are understood and met, with our home-school link workers providing support and signposting families to external services when necessary. Some of our pupils have special educational needs and we are alert to any additional safeguarding issues which may arise for them. We recognise the demands of modern life, and support a number of families with poor mental health, anxiety and depression, as well as providing parenting advice to busy, over-stretched parents. Our inclusive school values ensure that each individual is "treasured and loved".

We have a statutory duty to safeguard and promote the welfare of children as described in section 175/157 of the Education Act 2002. This policy has been developed in accordance with the principles of the Children Act 1989 and 2004 and has due regard to the government guidance: 'Working Together to Safeguard Children' 2018, 'What to do if you're worried a child is being abused' 2015, 'Keeping Children Safe in Education (KCSIE) DfE 2023', and the 'Early Years Foundation Stage Statutory Framework' (2021) as the safety and protection of children is of paramount importance to everyone in this school. In addition, we will abide by the child protection procedures of our Local Surrey Safeguarding Children Partnership.

The Children Act 2004 defines safeguarding and promoting the welfare of children as:

- protecting children from abuse and neglect
- preventing impairment of their health or development, and
- ensuring that they receive safe and effective care so as to enable them to have the optimum life chances

HTPD believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere and through our teaching and learning, pastoral support and care for both pupils and school staff, training for school staff and working with parents. We maintain an attitude of professional curiosity and the belief that "It could happen here".

Safeguarding is everyone's business.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well-being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living and preparation for life in Britain today;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school staff and volunteers and that they are in a unique position to notice changes in behaviour as well as injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We know that we must report all concerns and all injuries for the safety and protection of the children in our care. Whilst the School will work openly with parents as far as possible, it will contact social care and the police without notifying parents if this is believed to be in the child's best interests.

We acknowledge that children can be **harmed physically, emotionally, sexually or by neglect**. (See 'What to do if you are worried child is being abused' 2015). It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and unsupervised online access put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse. We will inform the Headteacher / Designated Safeguarding Lead (DSL) of any allegations of abuse by any member of the school staff whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the DSL of any person connected to the school who is considered to be unsuitable to work with children. We are committed to establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have, knowing that they will be taken seriously. Any concerns about the conduct of the headteacher will be reported to the Chair of Governors.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE and class assemblies that will equip the children with the necessary skills and awareness to stay safe from abuse and prepare them for life and work in Britain today.

We are committed to establishing and maintaining procedures for safer recruitment and sound working relationships with parents and support agencies.

We believe '...safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying...medical needs of children....providing first aid, school security, drugs and substance misuse, etc.' (Keeping Children Safe in Education DfE 2023).

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: Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.

We aim to:

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy.

HTPD also adheres to the principles of and promotes anti-oppressive practice in line with the United Nations Convention of the Rights of the Child and the Human Rights Act 1998. We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views and ensure that the child's voice is heard.

Aims of this Policy

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children and protecting them from abuse (including our responsibilities to comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018);
- To ensure that all school staff, volunteers and governors safeguard children through identifying and reporting possible cases of abuse;
- To develop and promote effective working relationships with other agencies in the Surrey Safeguarding Children's Partnership, in particular Early Help providers, the Police, Health and Social Care;
- To inform parents and carers how we will safeguard their children whilst they are in our care;
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check (according to KCSIE 2023 guidance), and a single central record is kept for audit;
- To be consistent with our other school policies that impact safeguarding and child protection (please refer to Appendix 2).

Responsibility for the Policy and Procedure

(1) Role of the governing body

The governing body acknowledges its strategic leadership responsibility for the school's safeguarding arrangements and seeks to comply in every respect with its duties under legislation. Specifically the governing body:

- Understands the role of the Designated Safeguarding Lead (DSL);
- has in place a child protection and safeguarding policy and other related procedures;
- has appointed a senior member of staff (part of the Senior Leadership Team – usually the Headteacher) to act as the DSL and this role is specified in their job specification;
- has nominated a safeguarding governor to liaise with the DSL;
- has read KCSIE 2023 Part 1 & 2;
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
- has appointed a Designated Teacher for Looked After Children (LAC) who will liaise with Virtual School Headteachers who are responsible for the progress of LAC and PLAC (previously LAC);
- has in place safer recruitment procedures, including appropriate use of reference checks on new staff and volunteers and that all staff (working with under 8s) have been made aware of their responsibilities under 'Disqualification under the Childcare Act 2006'. There is at least one person on every interview panel that has completed safer recruitment training and this is repeated every five years;
- ensures enhanced DBS checks are in place for Governors in accordance with KCSIE 2023; has in place procedures to deal with allegations of abuse against members of staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;

- nominated the Chair of Governors to deal with any allegations of abuse made against the Headteacher and ensure all staff know how to contact the Chair if they have concerns;
- has undertaken appropriate training about the ways of safeguarding children which will be regularly updated as necessary;
- will ensure that the Headteacher, school staff and volunteers undertake safeguarding training which will be regularly updated;
- considers the curriculum and how children may be taught about safeguarding, including online, through teaching and learning opportunities through PSHE and RSE, as part of providing a broad and balanced curriculum. This should be evidenced in GB minutes and curriculum planning and lesson plans;
- has the responsibility for ensuring that the school complies with all equalities legislation;
- has responsibility for ensuring funding is in place to support this policy;
- ensures appropriate online filtering is in place together with vigilant staff monitoring when children are using computers and/or tablets;
- will receive an annual report from the Headteacher/Designated Safeguarding Lead on safeguarding pupils in the school;
- will annually review all safeguarding policies and procedures;
- has responsibility for the effective implementation, monitoring and evaluation of this policy;
- has responsibility for ensuring this policy and all policies are maintained and updated regularly
- has responsibility for ensuring policies are made available to parents/carers via the school website or through other means;
- ensures that the School Finance Policy which addresses Lettings will seek to ensure the suitability of adults working with children on either school site at any time and ensure that any groups who use the school premises have child protection policies and procedures in place.

(2) Role of the Headteacher and DSL

- the headteacher will be appointed to be the Designated Safeguarding Lead (DSL);
- hold the lead responsibility for safeguarding and child protection at HTPD (including online safety and understanding the filtering and monitoring systems in place)
- ensure the effective implementation of this policy, all procedures and other related policies;
- ensure everyone connected with the school is aware of this policy;
- work closely with the nominated Governor for Safeguarding and Child Protection;
- ensure that 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;
- ensure there is adequate cover when the DSL is unavailable;
- ensure there are adequate resources for the DSL to undertake his/her role;
- has responsibility for overseeing the Prevent Duty;
- ensure DBS checks are undertaken for everyone working in regulated activity with children in the school (<https://www.gov.uk/government/collections/dbs-checking-service-guidance--2>);
- ensure that all school staff and volunteers are able to highlight improvements to the safeguarding policies and procedures, having an “it could happen here approach” to child protection;
- ensure that all new staff undertake induction, training in child protection and safeguarding procedures and are given a copy of the first chapter of ‘Keeping Children Safe in Education’ 2023 and ‘What to do if you’re worried a child is being abused’ 2015
- regularly report to the Governing Body and keep them updated about child protection and safeguarding issues (maintaining confidentiality);
- undertake training in child protection and safeguarding (i.e. be trained in child protection policy and procedures and multi-agency working and attend termly refresher training and formal update training at least every two years;
- keep up to date with any changes in legislation and all new guidance on safeguarding children;
- keep all school staff up to date with any changes to procedures;
- organise appropriate training and regular updates for school staff and governors as well as providing guidance and support;

- ensure all staff are trained in and receive regular updates in online safety in particular their role in monitoring;
- ensure that opportunities are provided for a co-ordinated offer of early help when additional needs of children are identified;
- provide leadership and vision in respect of equality;
- ensure the curriculum equips children to keep themselves safe, actively promotes equality and diversity and fundamental British values, tackles bullying and discrimination and ensures the current and changing risks to children are addressed;
- ensure that all children are supported to report concerns about harmful sexual behaviour freely and that concerns are taken seriously and dealt with swiftly and appropriately. Comprehensive records of all allegations must be kept. Children should be confident that this is the case;
- ensure that there is focused work in Year 6 to prepare for transition to secondary school and more personal safety/ independent travel;
- allow all staff to 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;
- will follow DfE and KCSIE guidance on “Child-on-child Abuse” when a concern is raised that a pupil is abusing another pupil within the school;
- liaise with the Local Authority Designated Officer (LADO) for child protection cases or allegations concerning a member of staff or a volunteer;
- ensure that allegations or concerns against staff and other adults are dealt with in accordance with guidance issued by the DfE, Surrey Safeguarding Children Partnership (SSCP) and Surrey County Council (SCC);
- will record ‘low level concerns’ in cases which concern a member of staff / supply staff / contractors or a volunteer. The record should include details of the concern, the context in which it arose and action taken. The name of the individual sharing their concern should be noted. If the individual wishes to remain anonymous that should be respected as far as possible.
- monitors the effectiveness of this policy;
- work closely with the Designated Teacher for LAC and Virtual School headteachers to ensure LAC and PLAC fulfil their full academic potential;

Specifically with regard to the role as DSL

- deal with all cases of concern and suspected or actual significant harm;
- to make appropriate child protection referrals to Children’s Social Care/ Children’s Single Point of Access (C-SPA) and keep records of all referrals;
- refer cases where a crime may have been committed to the Police as required. NB: NSPCC – [When to call the police](#) should help DSLs understand when they should consider calling the Police and what to expect when they do;
- liaise with the “case manager” and Local Authority Designated Officer (LADO) for child protection concerns in cases which concern a member of staff/supply staff/contractor 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 KCSIE 2023 including Part 5 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;
- make an immediate risk and needs assessment when there has been a report of sexual violence. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required;
- 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 separate confidential records of all those pupils known to be at risk or in need of early help and store these records until the child’s 25th birthday;
- familiarise school staff with the policy and procedures;

- co-ordinate action within the school;
- liaise with social care and other agencies and ensure the school provide reports and are represented at multi-agency meetings and child protection case conferences;
- report concerns that a pupil may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and/or the Police;
- transfer the child protection file of any pupil leaving to join another school (separately from the main school file). A copy of the CP file must be retained until the new school acknowledges receipt of the original file. The copy can then be shredded;
- provide support for any child at risk (including providing opportunities for Early Help);
- act as a source of advice within the school;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork and CPOMS records up to date;
- report back to the appropriate school staff when necessary;
- annually review the policy with the Nominated Safeguarding Governor.

(3) Role of the Nominated Governor

- work closely with the Headteacher/DSL;
- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with DfE guidelines and Surrey Safeguarding Children Partnership procedures;
- ensure that everyone connected with the school is aware of this policy;
- take responsibility for the oversight of procedures relating to handling allegations against school staff and volunteers;
- take responsibility for taking action in accordance with this policy and those of the Surrey Safeguarding Children Partnership where there are allegations against the Headteacher;
- ensure recruitment of school staff and volunteers is in line with the Safer Recruitment policy;
- undertake safeguarding training that is regularly updated.

(4) Role of School Staff & Volunteers, including supply staff and external agencies

- Read the HTPD Staff School Code of Conduct together with the Staff Conduct Guidance and Procedures and sign the Return which should be forwarded to the School Business Manager;
- Provide a safe environment in which children learn;
- recognise that child protection and safeguarding is a main responsibility for everyone working with children;
- treat children’s welfare with utmost importance, maintaining an attitude of professional curiosity, and ‘it could happen here’;
- encourage self-esteem and self-assertiveness, foster positive relationships between children and staff;
- be aware of changes in behaviour (consider abuse and neglect as possible reasons for this) and the behaviour management policy;
- be aware of the background of the children in their care (as appropriate and on a need to know basis);
- be made aware of this policy and all other safeguarding policies and procedures during induction, the staff handbook and training;
- be responsible for reading chapter one of ‘Keeping Children Safe in Education’ 2023 and ‘What to do if you’re worried a child is being abused’ 2015 and sign the school register to confirm that this has been done;
- be aware of the names of the DSL and staff providing cover and understand the role of the DSL;
- to attend formal training sessions which are arranged each year and attend the update sessions held so that they are able to identify signs of harm and abuse and the effects of abuse and neglect on children;
- be alert at all times to the signs of abuse namely **physical, emotional, sexual or neglect**;
- have an understanding of why children with SEND are more vulnerable to abuse and neglect
- be 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 and realise that only appropriately trained professionals will attempt to make a diagnosis of a mental health problem
- recognise that as a member of staff they 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 and be aware of how these children's experiences of abuse, neglect or other traumatic 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 policy and procedure and speaking to the designated safeguarding lead or a deputy;
- know how to report any suspected case of harm or abuse;
- respond immediately to any child;
- report any concerns to the Designated Safeguarding Lead or those providing cover. In exceptional circumstances **any** member of staff can make a referral;
- know what to do if a child makes a disclosure;
- be kept up to date with changes in procedures;
- be prepared to attend a multi-agency meetings and contribute to reports;
- ensure that they conduct themselves correctly at all times, following the code of conduct, maintaining professional boundaries and not putting themselves at risk;
- report and deal with all incidents of discrimination;
- report any concerns about the conduct of other staff and volunteers and know how to contact the Chair of Governors with concerns about the Headteacher;
- receive support, supervision and counselling if they feel distressed from being involved with a case or incident.

(5) Role of Pupils

- follow any guidelines for behaviour and conduct (eg class charter), including management of their own feelings and behaviour, and around bullying, and how they relate to others;
- be made aware of basic safeguarding procedures in school such as visitors signing in;
- learn how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media;
- through personal, social, moral, cultural and spiritual development, including through access to cultural experiences so that they are well prepared to respect others and contribute to wider society and life in Britain today;
- know who to speak to in school if they have concerns of their own or about others.

(6) Role of the School Council

The School Council will be involved in discussing aspects of this policy during the school year and surveying the children to ensure they feel safe and know who to talk to in school about concerns.

Every year the School Council together with a designated member of staff will ask the views of KS1 & 2 pupils by issuing a questionnaire and asking:

- Do you feel safe in school?
- Are you aware of basic safeguarding procedures in school?
- Are you aware of how to keep yourselves safe?
- Do you know who to go to if you are concerned about your own safety or that of others?
- Are you aware of online safety? Do you know how to keep yourself safe when using the internet? If you are upset by something happening online, what would you do?
- Do you know how to keep yourself safe outside school?

(7) Role of Parents/Carers

- are asked to work closely with the school to establish excellent home-school relationships;
- are made aware that the school has a responsibility for the welfare of all our pupils;
- are made aware that the school has a duty to involve Social Care if the school has any concerns about a child;
- are made aware that they will be informed of any actions the school takes involving their child(ren) unless to do so could put their children at greater risk.

Annually we will ask parents/carers if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon.

Partnerships with Parents/Carers

The Designated Safeguarding Lead will

- ensure that parents are aware of this policy and that it is available via the school website;
- respect parents' and children's need for privacy;
- respect families from different backgrounds and cultures as long as it does not put the child at risk.

When making a referral, the DSL will share all information with parents unless it places the child at risk or in cases of suspected sexual abuse or fabricated and induced illness.

Reporting Concerns

(1) If a pupil makes a **disclosure** then the member of the school staff must:

- listen to the pupil
- remain calm
- offer reassurance
- not ask the pupil to remove or adjust clothing if bruises are observed
- not ask leading questions
- let the pupil speak freely
- accept what has been told them without challenge
- not offer opinion or criticise or lay blame
- reassure the pupil at the end of the disclosure, telling them that they have done the right thing
- not promise confidentiality but inform them that the headteacher (as DSL, or a deputy DSL if the headteacher is not available) need to be told to keep them safe
- record accurately and factually on CPOMS (a secure platform used in School to digitally record concerns)
 - what the child has said using the child's own words
 - record observed injuries or bruises on a map of the body (but not take photographs)
 - report to the DSL as soon as possible. If the DSL is not available, a deputy DSL should be informed

(2) If a member of the school staff **suspects that a child may be a victim of abuse** then they must record accurately and factually what they have seen on CPOMS and inform the DSL (or a deputy DSL) who will then:

- decide whether to take this referral further using the 'SSCP levels of need document' or to monitor the situation;
- inform the person making the initial referral of his/her decision;
- prepare in readiness for a **case conference/core group meeting or social care assessment** the following information on the child:
 - attendance record
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

(3) If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;

- that he/she will take advice from the Designated Officer in the local area (LADO) about the disclosure if the concern involves an incident taking place at school;
- will get back to the parent when a decision has been taken and how to proceed.

Procedures

(1) Recording Information

School staff should use CPOMS to report a concern whereas volunteers are asked to record any concern or incident using the School Record of Concern (Appendix 1). This should be done as soon as possible after the concern was raised (within 24 hours).

(2) Reporting to the DSL

All concerns must be reported and discussed immediately with the DSL, within 24 hours where possible, who will decide the appropriate action in consultation with the Headteacher. In an emergency or in exceptional circumstances **any** member of staff can make a referral to the multi-agency Safeguarding Hub or to the police.

If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible. The local authority should make a decision about what course of action they are taking within 24 hours and let the referrer know the outcome. Staff should follow up if that does not happen. There is an online tool which allows staff to insert a child's home postcode and directs them to the local children's social care contact number and out of hours numbers for that area: <https://www.gov.uk/report-child-abuse-to-local-council>

(3) Support

We will ensure that support mechanisms are in place for any child that is at risk, in order to build their self-esteem and confidence by teaching children how to keep themselves safe and by building positive relationships with staff.

School staff and volunteer helpers who feel distressed from being involved with a case or incident will receive support, supervision and counselling.

(4) 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. The school will refer to the guidance in the data protection toolkit for schools - <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools> (this is guidance to support schools with data protection activity, including compliance with the GDPR).

Information will be shared with staff within the school who 'need to know'. Relevant staff have due regard to Data Protection principles which allow them to share (and withhold) information.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret. The child must be reassured that the information will be shared initially with the DSL / headteacher who will decide what will happen next using the 'SSCP levels of need' document. However, staff are aware that matters relating to child protection and safeguarding

are personal to children and families, and that in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.

Staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Parents will be made aware of any intention to refer their child to Social Care unless to do so would put the child at greater risk of harm, or impede a criminal investigation and Social Care are consulted if we are not sure. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher/member of staff to report directly to the Police. The DSL should also be made aware.

All child protection records will be kept in a secure place and separate from the main school file.

(5) Multi-agency meetings

The Designated Safeguarding Lead will attend or ensure the school is represented at:

- all Child Protection Case Conferences (with other appropriate members of staff);
- all Core Group meetings once a child has a Child Protection Plan meetings;
- Team around the Child (TAC), Child in Need (CIN) or any other professional meetings.

On rare occasions if attendance is not possible a report will be provided.

(6) Pupils Transferring to another School

The following procedures will take place if a pupil with a Child Protection Plan or is a looked after child transfers to another school:

- the case social worker will be contacted by the DSL as soon as possible, and within statutory timescales
- their information is passed to the new school immediately. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going
- child protection records will be passed on (separately from the main school file, or electronically via CPOMS) to the DSL at the receiving school (records should always follow the child)
- If the transit method requires 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 be securely destroyed on confirmation of receipt.

(7) Training

Training organised or approved by the DSL will take place for school staff, volunteer helpers and governors:

- on induction to the school
- during ECT induction
- throughout the academic year

All school staff must undertake regular, updated training appropriate to their role:

- child protection issues
- positive touch and/ or restraint training
- recognising signs of abuse
- online monitoring
- understand the reasons SEN or disabled children are more susceptible to abuse
- handling disclosures
- child-on-child abuse (including youth produced sexual imagery, "sexting")
- honour-based violence

We ensure all school staff have equal opportunities for training, career development and promotion. Periodic training will be organised for all school staff so that they are kept up to date with new information and guide lines concerning equal opportunities and protected characteristics.

(8) Monitoring and Evaluation

A continual process of:

- Governing Body (GB) visits to school
- regular SLT discussion with children and staff
- pupil surveys and discussion and listening to children
- scrutiny of attendance data
- scrutiny of GB minutes
- reviewing logs of bullying/racist/prejudiced-related behaviour incidents for SLT and GB to monitor
- review of parental concerns and parental surveys
- review of any 'nurture groups' or small group work with vulnerable children

(9) Prevention

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

- work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- include regular consultation with children e.g. through safety questionnaires, asking children to report whether they have had happy/sad lunchtimes / playtimes;
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel;
- ensure all staff are made 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.

Other Safeguarding Challenges

Schools and society are continually experiencing new challenges, including the following, details of which may be seen in Appendix 3:

- Positive Touch / Physical Intervention
- SEND
- child-on-child abuse
- Children Missing Education
- Radicalisation and Extremism
- Child Sexual Exploitation
- Forced Marriage
- Female Genital Mutilation – FGM
- Domestic abuse (recognising that children witnessing domestic abuse are themselves subject to abuse)
- Honour Based Abuse (HBA)
- Youth produced sexual imagery (sexting)
- Anti-Bullying / Cyberbullying
- Racist incidents
- On-line safety / Cybercrime
- Private Fostering Arrangements

- Looked After Children (LAC) and Previously LAC
- Allegations against Staff
- Whistleblowing

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 Headteacher and / or to the DSL, remembering that this can happen both online and offline. They should then follow normal safeguarding procedures. If the matter is urgent then the police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Dealing with Allegations against School Staff, School Volunteers, the Headteacher or another Pupil (including low level concerns)

All school staff should take care not to place themselves in a vulnerable position with a child. Staff should be aware school's Behaviour Policy – see separate document. Staff will be asked to read the HTPD Staff School Code of Conduct together with the Staff Conduct Guidance and Procedures and sign the Return to indicate their agreement to comply with the School Code of Conduct as well as signing the Staff Acceptable Use agreement which is found at Appendix 1 of the Online Safety Policy for the safe use of information technology.

If an allegation is made against a member of staff (paid or unpaid) or if anyone has concerns about a person's suitability to work with children, the member of staff will immediately notify the Headteacher and the Headteacher/DSL will discuss the content of the allegation with the LADO at the earliest opportunity or at least within one working day. This includes concerns about all external staff, peripatetic and private music teachers, caterers, cleaners and providers of extracurricular activities.

For low level concerns that do not reach the threshold for allegations to refer to the LADO, the headteacher will record details of the incident and the way in which it was followed up. The term "low level" 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 HTPD's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff. The setting creates an environment where staff are encouraged and feel confident to self-refer.

Reports should be made to the headteacher 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.

Any allegation that concerns the Headteacher must be reported immediately to the Chair of Governors via the Clerk to the Governors, who will consult the Designated Officer in the local area. All staff should have access to contact details for the Chair of Governors.

The Procedure for Allegations against Staff will be followed and the Chair of Governors notified.

Suspension of any member of staff against whom an allegation has been made, needs careful consideration, and advice of the school's HR consultant should be sought.

The decision to suspend the Headteacher will be made by the Chair of Governors following advice from the school's HR consultant.

Raising Awareness of this Policy

Staff, parents/carers, volunteers, governors and other interested parties will be made aware of this policy by means of:

- the School Handbook/Prospectus
- the school website
- meetings with parents/carers such as introductory meetings
- communications with home such as newsletters
- reports such as Headteacher reports to the Governing Body

Associated Policies

Refer to Appendix 2. All School Policies may be viewed by staff on the P://Drive on the school server with certain policies also posted on the school website.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed annually by the DSL, the nominated governor and any recommendations for improvement made to the Governing Body. A safeguarding audit will be undertaken annually.

Review

The Governing Body of HTPD first adopted this policy in 2010. It will be reviewed annually.

Date last reviewed: October 2023

Date for next review: October 2024

Signed:

Mark Sharman
Governor & Nominated Safeguarding Governor
Holy Trinity Junior & Pewley Down Infant Schools
ECMS Committee

Signed:

Clare Brunet
Headteacher and Designated Safeguarding Lead
Holy Trinity Junior & Pewley Down Infant Schools



RECORD OF CONCERN

Date and time of concern:	
Child's name:	
Child's DOB:	
Class / Year Group:	
Male / Female	
Your account of the concern: (what was said, observed, reported and by whom)	
Additional information: (your opinion, context of concern/disclosure)	
Your response: (what did you say/do following the concern)	
Your name:	
Your signature:	
Your position in school:	
Date and time of this recording:	Date given to DSL:
Action and response of DSL:	
DSL signature:	Date:

HTPD Policies related to Safeguarding and Child Protection

All school policies are saved on the School server in the P:/Drive which is accessible to all staff. Most of the policies referred to in this document will be found in the 'Every Child Matters (Safeguarding)' (ECMS) folder. Staff policies may be found in the 'Staffing' folder. Certain policies are also available on the School website in the Policies tab.

(1) Allegations against Staff

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Area (LADO) following the Procedure for Allegations against Staff. Allegation regarding the Headteacher should be made to the Chair of Governors who can be contacted through the Clerk to the Governing Body.

(2) Positive Touch / Physical Intervention

The HTPD Positive Touch and the Use of Restrictive Physical Intervention is set out in a separate document. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Any incidents should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained. Physical intervention which causes injury or distress to a child may be investigated under child protection or disciplinary procedures. We recognise that sometimes touch is appropriate when needed to meet the needs of the child and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

(3) Online and E-safety

The HTPD policy on the risks to our children through the misuse of information technology is set out in a separate document (Online Safety) which also sets out our procedures for filtering and monitoring. The online safety coordinator is Tom Everard (DDSL).

Risks include:

- inappropriate contact: from people who may wish to abuse, exploit or bully
- inappropriate conduct: because of their own and others' online behaviour, e.g. the personal information they make public on social networking site, cyberbullying
- inappropriate content: being able to access or being sexually explicit, racist, violent, extremist or other harmful material, either through choice or in error
- commercialism: being the targets of aggressive advertising and marketing messages
- enabling viruses and spyware by careless or misinformed use of their or others computers, smartphones, tablets or games consoles

(4) Special Educational Needs and Disabilities (SEND)

Three times more likely to be abused, these children can have a vast range of complex needs, from physical difficulties and sensory impairments to communication and interaction

difficulties and difficulties with cognition and learning. Additional barriers can exist when recognising abuse and neglect in this group of children. We recognise:

- assumptions can be made that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers may prevent these children from disclosing abuse.

We recognize that additional resources (e.g. a signer) may be required for children with additional needs to have the opportunity to give their account of abuse and their wishes and feelings heard. The staff who are best placed to understand their condition and difficulties should support them throughout an investigation. All staff should be trained to understand the reasons these children are more susceptible to abuse and any member of staff working directly with a disabled child should undergo additional training. Safeguarding disabled children; practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/0374-2009DOM-EN.pdf

(5) Children Missing Education (CME)

The HTPD policy on Attendance is set out in a separate document. A child going missing from education (particularly on repeat occasions) is a potential indicator of abuse or neglect and may also be an indicator of travelling to conflict zones, sexual exploitation, FGM and forced marriage. School will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- are being home educated
- have ceased to attend and no longer live within reasonable distance of the school
- have been certified by the school medical officer as unfit to attend school before ceasing to be of compulsory school age
- are in custody for more than four months and school does not believe they will be returning to school after the end of that period; or
- have been permanently excluded

The School must inform the local authority of any pupil who fails to attend school regularly, or has been absent for a continuous period of 10 school days or more. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities¹ and Surrey County Council Safeguarding Children Missing Education Policy 2017².

https://www.surreycc.gov.uk/_data/assets/pdf_file/0005/109589/Children-Missing-Education-Policy-CME.pdf

(6) Anti-bullying

The HTPD policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This

¹ <https://www.gov.uk/government/publications/children-missing-education>

² https://www.surreycc.gov.uk/_data/assets/pdf_file/0005/109589/Children-Missing-Education-Policy-CME.pdf

includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

(7) Safer Recruitment

The HTPD policy on safer recruiting is set out in a separate document.

(8) GDPR Policy

The GDPR Policy together with the HTPD procedures is set out separately.

(9) Racist Incidents and Equality Policy

The HTPD policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

(10) Behaviour Policy

The HTPD policy on children's behaviour is set out in a separate document.

(11) Disciplinary and Capability Policy

The HTPD policy on staff discipline and capability is set out in a separate document.

(12) Staff Conduct and Guidance Procedures

The HTPD policy on staff conduct together with guidance procedures is set out in a separate document.

(13) Administration of Medicine Policy

The HTPD policy on administration of medicine is set out in a separate document.

(14) PSHE and RSE policies

The HTPD policy on the teaching of PSHE and RSE is set out in separate documents.

(15) Finance Policy

The HTPD Finance Policy includes information on lettings.

Information on specific categories of abuse

Physical abuse

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

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. 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.

In the context of the School, it is normal to ask about a noticeable injury. 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 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

Emotional abuse

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

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

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

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

Children witnessing domestic abuse between adults may themselves be subject to emotional abuse as a result.

Sexual abuse

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

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

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

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), ensure access to appropriate medical care or treatment.

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

School will use the [Graded Care Profile 2](#) tool to support better identification and intervention in cases of neglect.

Child-on-child abuse

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

Children who are victims of sexual violence and sexual harassment will 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 and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

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 also important that other children, adults and school staff are supported and protected as appropriate.

We recognise that children are capable of abusing their peers and have considered our school's responsibilities in this area (covering expectations set out in Part 5 of KCSIE 2023 regarding Sexual Violence and Sexual Harassment between Children in Schools and Colleges and throughout KCSIE

2023); children with intra-familial abuse in their histories, living with domestic abuse, LAC and children who have suffered bereavement feature as those who may abuse or have been abused by their peers but this can happen to any child. Child-on-child abuse is captured in four key definitions:

- (1) The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
- (2) The definition for child sexual exploitation (CSE) (KCSIE September 2023, p 14) captures young people aged under- 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
- (3) The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
- (4) Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009)

The term child-on-child abuse can refer to all of these definitions as well as cyber, racist, homophobic or gender related issues. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) [UKCIS guidance: Sharing nudes and semi-nudes advice for education settings](#)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes. Settings should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence: The Voyeurism Offences Act 2019), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos (Taking and sharing nude photographs of U18s is a criminal offence), sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages, including, on social media, sexual exploitation; coercion and threats, and coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

Any response to child-on-child abuse needs to cut across these definitions and capture the complex web of young people’s experiences. We will:

- be clear that sexual violence and sexual harassment is not acceptable
- apply the child protection procedures to both the victim and alleged abuser (under 18 years of age) (using the Brook sexual behaviours traffic light tool in cases of child-on-child sexual abuse)
- put the victim’s welfare first if there is any conflict of interest
- ensure all abusers are held accountable for their behaviours
- ensure early referral and intervention
- recognise that comprehensive assessment and therapeutic intervention by skilled child care professionals is needed

Children making any report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider:

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

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the School’s approach to supporting and protecting children.

Support regarding risk assessments can be accessed from the [Education Safeguarding Team](mailto:education.safeguarding@surreycc.gov.uk) – education.safeguarding@surreycc.gov.uk

Radicalisation, Extremism and Terrorism

From 1 July 2018 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2018, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty and is seen as part of schools’ wider safeguarding duties. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been a number of local and national incidents where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation

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 or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

HTPD 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.

HTPD values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both pupils and teachers have the right to speak freely and voice their opinions; however, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech cannot be condoned. It is subject to laws and policies governing equality, human rights, community safety and community cohesion

The school governors, the Headteacher / DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, the anti-bullying policy and other issues specific to the school’s profile, community and philosophy.

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

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:

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

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. 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.
6. Indicators of vulnerability include:
- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the 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 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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Needs – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

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 keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied or being victims of child abuse.

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

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

Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Online Safety / Cybercrime

The School has an Online Safety Policy which explains how we try to keep children safe in school/college and how we respond to online safety incidents.

Children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, Twitter, Instagram, snapchat and WhatsApp and for online gaming. These have age-limits that identify that they are inappropriate for children's use.

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 involving webcam photography or face-to-face meetings.

Children 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

Children are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is Tom Everard.

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 DSL (or a deputy), will consider a referral into the [Cyber Choices](#) programme. This programme 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.

At HTPD, there are carefully set out filtering and monitoring processes to ensure that any online risk for children in school is minimised. All staff are aware that children's online activity must be supervised at all times. The person responsible for filtering (IT support) ensures that our online safety lead, Tom Everard is informed of any breaches. Filtering is audited regularly and both filtering and monitoring reviewed annually.

Youth produced sexual imagery (sexting) – sharing nudes and semi-nudes

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

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

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

- the incident involves an adult;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- the imagery involves anyone aged 12 or under;
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

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

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does

not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

HTPD School is aware that a child is often unable 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 following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

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

Forced Marriage (FM)

This is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence (not arranged marriage). Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Children's Social Care/C-SPA in your local area or the Forced Marriage Unit 020 7008 0151.

Honour-based Abuse (HBA)

Is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with traditional beliefs or their culture. HBA can include domestic abuse, threats of violence, sexual or psychological abuse, being held against your will, FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be treated as any other type of abuse and reported immediately to the DSL. HBA might be committed against people who:

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

HBA can affect both sexes although women and girls are the most common victims.

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 is 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.

Female Genital Mutilation (FGM)

Comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation – WHO). All school staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM is internationally recognised as a violation of human rights of girls and women.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2018) places a statutory duty on teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18 (by disclosure as school staff should not be examining pupils). Those failing to do so will face disciplinary sanctions. The Mandatory reporting duty came in to force on 31st October 2018 and teachers must personally report to the police (after informing the DSL) a disclosure that FGM has been carried out and unless there is good reason not to they will first discuss cases with the DSL who will involve children's social care/C-SPA as appropriate.

FGM is a cultural practice not ground in any religion and follows from the mistaken beliefs that:

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

- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in the UK, and is an extremely harmful practice and a form of child abuse.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action **without delay** and call Children's Social Care/C-SPA. See Female genital mutilation; multi-agency practice guidelines <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Domestic Abuse

Domestic abuse is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and coercive control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. In KCSIE 2023, it is made clear that children witnessing domestic abuse is in itself a form of abuse.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, 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).

We use the term domestic abuse to reflect that, in addition to violence, a number of abusive and controlling behaviours are involved including slapping, punching, kicking, bruising, rape, ridicule,

constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours.

The signs and symptoms of a child suffering or witnessing domestic abuse have been likened to post-traumatic stress disorder and are similar to other forms of abuse or neglect.

This definition includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

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

Private Fostering Arrangements

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

Looked After Children by the local authority or those who are placed in residential school/colleges, 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 recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.

Looked After Children (LAC) and Previously LAC (PLAC)

The most common reason for children becoming looked after is because of abuse and neglect.

The School will ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

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

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of SCC's Head of Virtual School.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked

after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Children Missing Education (CME)

All children are entitled to an efficient, full time education which is suitable to their age, ability, aptitude, and any SEND they may have.

The School recognises that children missing education, can be a vital warning sign of a range of safeguarding possibilities. They are also at significant risk of underachieving, being victims of abuse and harm, exploitation, radicalisation, and not being in education, employment or training (NEET) later in life.

Where possible the School will hold more than one emergency contact number for each child. Persistent efforts are made to ascertain the reasons for any school absence.

The School 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 from the register, 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 grounds in regulation 8 under which the child's name is to be removed from the School register.

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

The School will:

- Enter children on the admissions register on the first day on which the School has agreed, or has been notified, that the child 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 child.
- Monitor each child's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves the School.
- The School will notify the Local Authority when they are about to remove a child's name from the School register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.
- Where parents notify the School, in writing, of their intention to Electively Home Educate (EHE) the school will forward a copy of the letter to the Local Authority Education Inclusion Team.

- Where parents orally indicate that they intend to withdraw their child to EHE and no letter has been received, the school will not remove the child from roll and will notify the Education Inclusion Team at the earliest opportunity.

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 will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

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

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, the potential for children with SEND or certain medical conditions being disproportionately 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 SENDCO. The setting will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Restrictive Physical Intervention

Additional policies and procedures are in place regarding Restrictive Physical Intervention (Positive Touch Policy). We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

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

We recognise that sometimes touch is appropriate in the context of working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundaries.

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

Surrey County Council guidance “Touch and the use of Restrictive Physical Intervention When Working with Children and Young People” provides further detailed information. Please ask the School Business Manager for a copy or to view a copy, download from the [Services for Schools Portal Resources](#).

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff, including temporary staff/supply 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/college’s safeguarding arrangements. If it becomes necessary to consult outside the school/college, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing Policy.

- staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their freephone helpline number 0800 069 8180 and through the [Navex Global web pages](#)

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school.

Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or
Email: help@nspcc.org.uk.

Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details should be available to staff.

Further advice on child protection is available from:

Surrey County Council Education Safeguarding Team: <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/safeguarding>

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

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

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

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

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

Safeguarding disabled children; practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Forced marriage: <https://www.gov.uk/stop-forced-marriage>

Honour-based Violence: https://www.safe.met.police.uk/crimes_of_honour/get_the_facts.html

Female Genital Mutilation: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>

Mandatory reporting of female genital mutilation: procedural information:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

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

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

Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>

Reference documents

Working Together to Safeguard Children, DfE 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Keeping children safe in education: for schools and colleges, DfE 2023:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

[Early Years Foundation Stage statutory framework \(2021\)](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework-2021) is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5 years in Ofsted registered settings.

Information sharing; advice for practitioners providing safeguarding services, DfE 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Disqualification under the Childcare Act 2006: <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

What to do if you're worried a child is being abused, DfE 2018:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Female genital mutilation; multi-agency practice guidelines, Home Office and DfE 2014 (updated 2018)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Circular: new government domestic violence and abuse definition, Home Office 2013

<https://www.gov.uk/government/publications/new-government-domestic-violence-and-abuse-definition>

The Prevent Duty, Departmental advice for schools and childcare providers, DfE June 2018

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Guidance on Safer Working Practices for Adults who work with Children and Young People in Education Settings, 2009