

# **Hackbridge Primary School & Spencer Nursery School**

## **Child Protection & Safeguarding Policy**

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## Section 1: Introduction

### ***"THE WELFARE OF THE CHILD IS PARAMOUNT"***

At Hackbridge Primary School and Spencer Nursery School the safety and welfare of our pupils is of the utmost importance, ensuring that they are protected from maltreatment, impairment of their mental and physical health or development and that they are growing up in circumstances consistent with the provision of safe and effective care. We take action to enable all children to have the best outcomes. We have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. We maintain an 'it could happen here' attitude.

Because of the day-to-day contact with children, our staff are trained to identify when a pupil may be at risk of harm and abuse, and they report their concerns immediately. We have a duty to safeguard and promote the welfare of our pupils under the Education Act 2002 and Children Act 1989/2004 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

We are committed to safeguarding children and we expect everyone who works in our schools to share this commitment. All adults in our schools take all welfare concerns seriously and encourage children to talk to us about anything that is worrying them.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, what is in the **best interests** of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. A contextual safeguarding approach (for risks outside of the home) must also be considered when looking at individual cases. All assessments should include this wider picture.

We know children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the people caring for them. We aim to have schools which are welcoming, safe, and stimulating and where children can enjoy learning and grow in confidence. All necessary steps are taken to keep children safe and well.

Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Children are taught about safeguarding, including sensitive issues and online safety, through various teaching and learning opportunities within our Personal, Social and Health Education (PSHE) curriculum and as part of providing a broad and balanced curriculum. We use the curriculum to ensure that children understand how people with extreme views share these with others, especially using the internet. All children are taught to recognise when they are at risk and how to get help when they need it; this includes the NSPCC PANTS rule and Speak Out, Stay Safe lessons. Further to this as part of our PSHE Curriculum we have a strand on Keeping Safe and Safe Relationships.

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

Relevant issues for schools will be taught through Relationships Education (for all primary pupils and students) and Health Education (for all pupils and students in state-funded schools) which became compulsory in September 2020 and was updated in July 2025.

Please refer to the statutory guidance for more information: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (DfE, July 2025), Public Health Education: Rise Above and the schools PHSE Policy and Guidance.

All staff must have read and understood:

- Part 1 of Keeping Children Safe in Education (September 2025)
- Schools Code of Conduct
- Behaviour Policy

All staff must also be aware of:

- The child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse).
- Online Safety (including Filtering and Monitoring).
- The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- The staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing.
- The safeguarding response to children who are absent from education, on repeat occasions and/or prolonged periods or where the absence is persistent or unexplainable.
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

School leaders and staff that work directly with children must have also read – Annex A and Annex B of Keeping Children Safe in Education (September 2025).

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Our policy applies to all staff, governors and volunteers working in the school. Parents and carers are informed about this and our other policies on the school website.

### **Monitoring and Review**

This policy is monitored by the Governing Body and will be reviewed annually, or sooner, if necessary.

## **Section 2: Purpose and Aims**

The elements in this policy and our procedures related to this aims to:

- Ensure safer recruitment practice in checking the suitability of all our staff and volunteers to work with children including the completion of risk assessments (for further details see Safer Recruitment Policy).
- Ensure staff are appropriately trained.
- Raise awareness safeguarding/child protection issues amongst all staff, supply, agency and volunteers and of what to do if they have concerns.
- Ensure all staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.
- Below are some safeguarding issues all staff should be aware of: Child-On-Child Abuse; Child Criminal Exploitation (CCE); Child Sexual Exploitation (CCE); Domestic Abuse; Female Genital Mutilation (FGM); Mental Health and Serious Violence (KCSIE, September 2025). Annex B in KCSIE contains important additional information about specific forms of abuse, exploitation, and safeguarding issues. School and college leaders and those staff who work directly with children should read Annex B.
- Be aware of contextual safeguarding (also known as assessment of risk outside of the family home) issues including being aware of what is going on around children in their home and everyday lives and risks that

may be particular to our school and / or local area.

- Ensure that volunteers are appropriately supervised.
- Ensure that our procedures and expectations for identifying and reporting/recording cases, or suspected cases, of abuse to relevant agencies are robust.
- Ensure that our links with relevant agencies are effective and that we co-operate and work in a partnership regarding child protection matters, including attendance at case conferences and core group meetings.
- Ensure that our school environment is safe and is one in which children feel secure and are encouraged to talk freely about anything that concerns them.
- Ensure children know there are adults in the school who they can approach if they are worried about anything.
- Ensure that our pupils have a safe space to speak to a trusted adult, where they can raise concerns.
- Ensure that the curriculum and other provision, including opportunities in the Health and Wellbeing/PSHE curriculum, develop and equip our pupils with the skills needed to feel safe and adopt safe practices to help them recognise risks and stay safe from abuse.
- Ensure that we support pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan.
- Ensure we respond appropriately to any concern or allegation about a member of staff or volunteer.
- Ensure staff follow accepted “safe practice” principles when working with pupils.
- Ensure that pupils are protected from all forms of harm.
- Ensuring that the school creates an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

If there are Child Protection concerns the London Child Protection Procedures (*London Safeguarding Children Board, 7<sup>th</sup> edition, 2022- last updated March 2025*) must be followed. This can be found at [www.londoncp.co.uk](http://www.londoncp.co.uk). The Sutton Local Safeguarding Children Partnership (LSCP) has adopted these procedures. This policy and procedure also accord with:

- DfE document ‘[Keeping Children Safe in Education – Statutory Guidance](#)’ September 2024
- ‘[Working Together to Safeguard Children](#)’ (DfE, March 2015 updated February 2024).

In addition to our overarching Safeguarding and Child Protection Policy and Procedures, the following policies should also be considered: Policy for the Induction of Early Careers Teachers (ECTs); SEN and/or Disabilities & Inclusion policy; Pupil Premium; Race Equality policy; Equality & Diversity Statement; Health and Safety; Safer Recruitment; Attendance; Behaviour & Anti-bullying; Intimate Care; Drugs Education Policy; Supporting Pupils with Medical Conditions and Administration of Medicines; Relationships Policy; Data Protection; Whistleblowing; Educational Visits; Online Safety (including the use of mobile devices); Low Level Concerns; Allegations against staff members.

See **Appendix A** for a full list of **Links to other Key Safeguarding guidance**.

### **Section 3: Child Protection Procedures**

**When a child discloses, or you are aware there is a safeguarding issue**

#### **Do not delay**

- Tell the Designated Safeguarding Lead as soon as you can (See **Appendix B** for **Designated Staff Information**) by making a referral via ‘MYCONCERN’ online platform or if urgent it may be necessary to interrupt a lesson to do this.
- If, for any reason, you are not able to make a referral through ‘MYCONCERN’ find a Designated Safeguarding Lead or deputy.
- Early referral gives more time to offer help to the pupil and family before the situation becomes more serious.
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil.
- The Designated Safeguarding Lead may consult the Children’s First Contact Service (CFCS).

## Make written notes

- At the earliest opportunity make a written record of your concerns, ideally straight onto 'MYCONCERN' if not using a child concern form, as these can then be added to your online reporting system - record facts accurately and do not express opinion - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated/time.
- Do not take photographs of any physical injuries, record on a body map. Do not use audio to record disclosures.
- Any original notes must be given to the Designated Safeguarding Lead as soon as possible and kept, even if you are using an online reporting system.

## Concern from something the child says

### In Summary:

**Receive** – listen to what the pupil wants to tell you and do not promise to keep it a secret

**Reassure** – that they are believed, and their concern will be followed up, remain calm

**React** – ask open questions and then speak to the Designated Safeguarding Lead

**Record** – make a written record of the conversation and pass it to the Designated Safeguarding Lead

**Refer** – via the Designated Safeguarding Lead and using the local referral process

It is important to remember that pupils may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. **If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.**

## Referral Process

Any member of staff can make a referral to the Children's First Contact Service (CFCS) or the Police, but they should always consult the Designated Safeguarding Lead wherever possible.

The designated staff may contact the Children's First Contact Service (CFCS) to make a referral or take advice or contact the child's social worker (if allocated).

If staff are concerned that the child or family involved have been exposed to radicalisation or extremist behaviour, then they will make a Prevent referral using the [Prevent Referral Form](#). Further Prevent information can be found on the [Statutory Prevent Duty – Sutton Council](#).

## Remember

- If in doubt, consult.
- Do not ignore concerns, even if these are vague.
- The first responsibility of staff is to the pupil.
- If you need help or support to manage your own feelings, this can usually be provided.

## Contact with the family

Contact with the family **should always** be discussed with the Designated Safeguarding Lead, who may consult the Children's First Contact Service (CFCS) or the Education Safeguarding Team.

In cases where a minor physical injury causes concern, then the school's policy for dealing with accidents should be followed. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil from harm), advice must be taken immediately from the Children's First Contact Service (CFCS).

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help, but if concerns persist, the Designated Safeguarding Lead will need to refer to the Children's First Contact Service and will normally advise the family of this unless specifically told otherwise.

**In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice**

from the Children's First Contact Service **before** discussing this with the family.

[Sutton LSCP Multi-Agency Protocol for Child Sexual Abuse](#)

### Recording

- Where there are concerns about a pupil, our electronic files have an appropriate flag to indicate concern.
- All records relating to child welfare concerns will be kept on the pupil's child protection file and the file will be kept secure - a chronology of concern will be kept by the Designated Safeguarding Lead.
- Written records of any concerns about pupils are kept, even where there is no need to refer the matter immediately.
- Information from records will only be accessed on a "need to know" basis; access is strictly controlled by the designated teacher.
- Key staff will need to know when a pupil is subject to a Child Protection Plan, so they can monitor the pupil's welfare.
- Records relating to the pupil's welfare will remain on the pupil's file as long as the pupil is a pupil at the school.
- When the pupil leaves the school, the new school will be informed that the school's records contain information about child protection concerns even where these are no longer current. Records should be sent to the new school in a way that is lawful in terms of data protection requirements.
- Records will be kept until the child is 18 years old by primary schools and 25 years old for secondary schools.

### Working with other agencies

- All school staff have a legal duty to assist local authority Children's Social Care or the Police when they are making enquiries about the welfare of pupils.
- Information about a pupil must therefore be shared on a "need to know" basis with other agencies.
- When telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the pupil is on the school roll.
- Always advise the designated teacher about such requests for information.
- Requests for attendance at meetings about individual pupils (e.g., child protection conferences) should be notified to the designated teacher, who will arrange preparation of a report and attendance at the meeting.
- Reports should contain information about the child's:
  - academic progress
  - attendance
  - behaviour
  - relationships with children and adults
  - family
  - any other relevant matter.
- Reports should be objective, distinguishing between fact, observation, allegation and opinion.
- Unless you specify otherwise, reports will normally be made available to the pupil's family.

### Pupils subject to a Child Protection Plan

- The school will be told by the relevant local authority when a pupil is subject to a Child Protection Plan.
- The name of the key social worker must be clearly recorded on the pupil's record.
- The school will participate fully in the work of Core Groups for these pupils, to assist with the objectives of the Child Protection Plan for the pupil.
- When a pupil is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day.
- When a pupil is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- When a pupil who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

### Child's need for a social worker

Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this

information under existing duties on both local authorities and the school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

## **Section 4: Role of the Designated Safeguarding Lead (DSL)**

(See **Appendix B for Designated Staff Details**) (See Annex C of KCCIE, 2025 for more information)

Safeguarding is a standing item on all governing board meetings. The Designated Safeguarding Lead and Designated Safeguarding Governor meet termly.

All DSLs should lead on the completion of the annual S175 audit and return all requested information to the LSCP within the given time frame. This is a working document and should be used to inform future action planning and development around safeguarding.

The Designated Safeguarding Lead has a responsibility for Safeguarding and Child Protection – their key role is:

### **Manage referrals**

The Designated Safeguarding Lead (or a deputy) will refer cases:

- of suspected abuse, neglect or exploitation to the local authority children’s social care as required and support staff who make referrals to local authority children’s social care.
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a child is thought to be in immediate danger, to the Police as required.
- [LSCP Multi-Agency Threshold Guidance](#)

### **Working with others**

The Designated Safeguarding Lead (or a deputy) will:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the safeguarding partners.
- liaise with the Headteacher inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult.
- as required, liaise with the “case manager” and the Local Authority Designated Officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement, and achievement at school. This includes:
  - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
- From June 2021, the Virtual Headteacher has a responsibility to promote the education of children who have a social worker and regular conversations should be had to share the relevant information and to enable every opportunity for the child to reach their full potential.

### **Information sharing and managing the child protection file**

The guidance is clear that information may be shared where there are safeguarding concerns. Whilst consent to share is not necessarily required, there must be a legal basis to share: see [guidance](#).

The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child.

Records will include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

The file will only be accessed by those who need to see it.

Where children leave the school (including in year transfers) the Designated Safeguarding Lead will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The child protection file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENCOs, are aware as required.

In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

### **Raising Awareness**

The Designated Safeguarding Lead (or a deputy) will:

- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff.
- ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

### **Training, knowledge and skills**

The Designated Safeguarding Lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. The Designated Safeguarding Lead will undertake Prevent awareness training. Training should provide Designated Safeguarding Lead with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms

that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children social care to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training will support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, Designated Safeguarding Leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The Designated Safeguarding Lead will be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

- The most important consideration is whether sharing information is likely to safeguard and protect a child. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- **The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

If the Designated Safeguarding Lead is not available, staff should speak to a member of the Senior Leadership Team (SLT)/take advice from local children's social care and/or contact a member of the Education Safeguarding Team.

## **Section 5: The Role of Individual Staff/ The Role of Governors**

### **The Role of Individual Staff**

The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

***All school staff have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify children who may benefit from early help.***

All members of school staff should be aware of systems within the school which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's child protection policy (including the policy and procedures to deal with child-on-child abuse); the behaviour policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying); staff behaviour policy (sometimes called a code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies).

All members of school staff will receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All members of school staff should be aware of their local early help process and understand their role in it.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

### **The Role of Governors**

The Governing Body has strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must ensure that policies, procedures, and training in the school is effective and always complies with the law.

The Governing Body will appoint a Safeguarding and Deputy to take leadership responsibility for their schools safeguarding arrangements.

The Governing Body will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of robust whole school approach to safeguarding. Their training should be regularly updated.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governing Body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT systems. As part of this process, the governing body should ensure the school has appropriate filters and monitoring systems in place and regularly reviews their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Governing Body should consider the age range of the children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

**The governing board should make sure that:** the Designated Safeguard Lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role (KCSIE 2025). All staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training (KCSIE 2025).

The school's child protection policy includes how your school approaches filtering and monitoring on school devices and school networks (KCSIE 2025).

The board should also review the DfE's filtering and monitoring standards. It should discuss with IT staff and service providers what needs to be done to support the school in meeting standards (KCSIE 2025).

For further information: [Safeguarding for Governors](#), LGfL

## **Section 6: Role of the Responsible Adult**

### **Police and Criminal Evidence Act (1984) – Code C**

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

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

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

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

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

A person whom there are grounds to suspect of an offence must be cautioned<sup>1</sup> before questioned about an offence<sup>2</sup>, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e., failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

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<sup>1</sup> The police caution is: "You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."

<sup>2</sup> A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g., to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

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

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

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
  - a. a police officer;
  - b. employed by the police;
  - c. under the direction or control of the chief officer of a police force; or
  - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#):

**Section 7: Allegations involving School Staff/Supply/Agency/Volunteers**

- Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the Headteacher (or the Chair of Governors if the concern is about the Headteacher). This guidance should be followed where it is alleged that anyone working in the school including supply teachers, volunteers and contractors has:
  - behaved in a way that has harmed a child, or may have harmed a child and/or;
  - possibly committed a criminal offence against or related to a child and/or;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- The Headteacher (or Chair of Governors) will always consult the Designated Officers (in Sutton, this person is still known as the Local Authority Designated Officer or LADO) within one working day (contactable through the Children and Family Service). The LADO will conduct any investigation, convene a Senior Strategy Meeting and involve other agencies as appropriate
- Following consultation, the Headteacher (or Chair of Governors) will decide on appropriate action, which may include consideration of disciplinary proceedings
- It is important to bear in mind that although the concern may relate to an individual pupil, other pupils may also be at risk
- The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This should encourage an open and transparent culture; enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

**Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors**

We recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by email or telephone.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher. If school receive allegations about staff using their premises to run activities for children, we will follow our own safeguarding policy, including contacting the LADO (KCSIE, September 2025). See Appendix K for details of how the school ensure Out of School Settings and Provisions safeguarding their pupils.

[After-school clubs, community activities, and tuition](#), September 2023 is a non-statutory guidance from the Department for Education (DfE). Aims to help providers of out-of-school settings (OOSS) understand best practise for creating a safe environment for children in their care and give parents and carers confidence that their child is in a safe activity or learning environment.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern, and this should be done in consultation with the LADO. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below). By having a discussion with the LADO, you are able to get assurance that the necessary action has been taken.

### **Allegations**

It is an allegation if the person\* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, the school should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school, or a combination of these.

### **Low-level Concerns**

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Example behaviours include, but are not limited to:

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

If the Headteacher is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO. We will contact the LADO to talk the concerns through for support and assurance purposes in all cases.

In our Staff Code of Conduct it is clear what low-level concerns are and why it is important that such concerns are shared. See also our Low-Level Concerns Policy.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern unless it has been raised anonymously.
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name\* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

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

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

- The procedures in 'Keeping Children Safe in Education' (DfE, September 2025), 'Working Together to Safeguard Children' (HM Government, July 2018 – amended 2022 – currently under consultation) and the Sutton Local Safeguarding Children Partnership procedures will be followed in all such cases
- When appropriate (see guidance above), consideration will be given to referral of a member of staff to the DBS for consideration of the case
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed
- [LSCP LADO Protocol 2022](#)

## **Section 8: Allegations against other children**

- If an allegation of abuse is made against other children by children, then this must be reported immediately, in accordance with this policy.
- This will then be reported to the Children's First Contact Service (CFCS) by the Designated Safeguarding Lead or deputy.
- Abuse or concerns about a risk of abuse or harm by other children is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult.
- Professionals responding should be alert to the risk a child may pose to children/young people other than any 'current' victim; and
- Children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

## Section 9: Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

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

Staff can call 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Section 10: Confidentiality of Records

Our pupils and their parents/carers have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/carers and where appropriate pupils should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child. Safeguarding/Child Protection issues relating to individual cases **must not** be subject to open discussion in the staff room or elsewhere in the school.

All personally identifiable information will be kept securely, following the school's obligations under the latest Data Protection Act in England and the General Data Protection Regulations (GDPR) set down by the European Union.

Members of staff should also remember not to promise to pupils to keep "secrets" (*see procedure in Section 23: Working with Children*).

## Section 11: Safer Recruitment

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

In our recruitment and selection of staff and volunteers we will always adhere to the government guidance contained within "*Working Together to Safeguard Children*" (December, 2024) and '*Keeping Children Safe in Education* (DfE 2025).

For roles requiring teaching or regulated activity, appropriate checks are carried out, including online searches (as part of due diligence) and DBS checks.

Updated guidance, including the **Teacher Status Checks**, can be found at: <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>.

We will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training,

- that we always follow up gaps in previous employment,
- that we always require specific references from employers for the last 5 years,
- that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received,
- in addition to obtaining the DBS certificate, anyone who is employed to teach will undergo an additional check to ensure that they are not prohibited from teaching,
- We consider carrying out online checks for shortlisted candidates and have updated our Safer Recruitment Policy to reflect this. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant interview. Schools should inform shortlisting candidates that online searches may be done as part of due diligence checks.

As a school, we are aware of and take notice of 'Disqualification by Association' guidance (July 2018).

From 1st September 2018, schools will no longer have to ask staff questions about cautions or convictions of someone living or working in their household.

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, Part 2 Childcare (Disqualification) Regulations 2018, section 9, states that such a disqualification applies only to 'work in domestic premises.

A change in law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves.

For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (disqualification) Regulations.

We will ensure that we are not recruiting, or redeploying, someone who's disqualified into a role regulated by the childcare disqualification regulations. We will ensure we will undertake all necessary safer recruitment checks, which include: DBS check, two satisfactory references, identification checks, overseas checks (if necessary) and S128 checks for management roles.

All staff have a DBS check as they could come into contact with children at any time. We find out about any staff disqualification from their DBS check and from the Children's Barred List e.g., relevant offences.

We keep a single central record of all staff with the date and outcome of their DBS check so at all times staff, pupils and parents can be assured that this has been done.

What is not known from a DBS check is whether a person has a child placed under a care order, whether they have had a childcare registration cancelled or refused for any reason other than non-payment of fees or whether there have been any relevant overseas convictions.

All staff will have to complete an annual self-declaration stating that they are not disqualified under the Childcare Act 2006 as amended in 2018. This information will be recorded alongside the Single Central Register.

It must be noted that 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

If you do have something to declare or your circumstances change, please seek advice from the Headteacher.

For more information, please refer to Part 3 of KCSIE (2024).

## **Section 12: Training**

All new staff receive induction training which is mandatory and must also include:

- the Safeguarding and Child Protection policy and procedures;
- Online Safety (including Filtering and Monitoring);

- the Behaviour Policy;
- the Staff Code of Conduct;
- the safeguarding response to children who are absent from education, on repeat occasions and/or prolonged periods or where the absence is persistent or unexplainable; and
- the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies).

All staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff also receive training in data protection matters to ensure that they are kept up to date with their duties and obligations to protect information about the children in the school.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

A record is kept of staff training – type of training and dates which is recorded alongside the single central register (SCR)

The SCR should be checked regularly by a member of the Senior Leadership Team. Governors must also have assurance that these checks are regularly being carried out and can choose to assist in this process.

### **Section 13: Internet Filtering and Monitoring**

KCSIE 2025 obliges schools to “ensure appropriate filters and monitoring systems are in place and not be able to access harmful or inappropriate material but at the same time be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.”

Access to the internet in school is carefully monitored. This is made clear to all users through written statements where access is available, including on information displaying guest wireless access.

Filtering: At our schools, the internet connection is provided by **LGfL**. This means they have a dedicated and secure, **SchoolSafe** connection that is protected with firewalls and multiple layers of security, including a web filtering system called **WebScreen 3**, which is made specifically to protect children in schools. As a school we have set up regular reports to be sent to the DSLs which flag any searched harmful content and have then addressed any concerns raised.

Internet access is filtered in three groups:

- **Staff**
- **Pupils**
- **Staff authenticated**

Monitoring: At our schools we have physical monitoring which means that children are always supervised by adults at all times. At home, school devices are filtered and monitored when on home Wi-Fi connections. When pupils log into any school system on a personal device, activity will be monitored here.

We have invested in real time monitoring of pupils’ devices via **School Cloud** which is installed on all Key Stage 2 devices. This will enable teachers and senior leaders to monitor what the children are doing on their devices at all times and will flag any concerns which can then be dealt with appropriately.

At home, school devices are filtered and monitored when on home Wifi connections. When pupils log into any school system on a personal device, activity may also be monitored here.

All staff receive appropriate safeguarding and child protection training (including online safety) which, amongst other things, **includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring** at induction. The training is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via e-mail, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

We fully adhere to: [Meeting digital and technology standards in schools and colleges](#)

As outlined in KCSIE 2025, schools must consider the implications of **emerging technologies**, including **generative AI**, when reviewing filtering and monitoring effectiveness. Our safeguarding team and DSL evaluate tools such as ChatGPT, image generators, and large language models to ensure their use aligns with the school's safeguarding framework.

We use the DfE's "[Plan Technology for Your School](#)" service to self-assess digital infrastructure, including firewall, filtering, and monitoring tools. Our reviews ensure systems are **effective**, **age-appropriate**, and **proportionate** without creating unnecessary restrictions on learning.

**More information can be found here:** [Artificial Intelligence - DfE Guidance](#)

## Section 14: Online Safety

See the schools **Online Safety Policy** for more detailed information and understanding on online safety, our internet filtering and monitoring, mobile phone and camera safety policies, acceptable use policies and codes of conducts.

All staff should be aware that technology is a significant component in many safeguarding and well-being issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/ misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse (KCSIE, 2025).

### **Online Safety – New risks (misinformation, disinformation, conspiracy theories).**

Online safeguarding risks increasingly include exposure to **misinformation, disinformation and conspiracy theories**, which may undermine children's trust in adults, promote harmful ideologies, or increase their vulnerability to radicalisation. As part of our digital safeguarding education, pupils and students are taught to critically assess content, verify sources, and report unsafe material (KCSIE, 2025).

**Online Safety Act** – all staff are aware of recent changes.

**Mandatory Age Verification on Pornographic Websites:** From 25<sup>th</sup> July 2025, all pornographic websites accessible in the UK must have effective age verification systems in place (such as ID checks or facial age estimation).

Online safety risks are traditionally categorised as one of the '4Cs': Content, Contact, Conduct or Commerce. Many of the risks are mentioned in KCSIE 2025, e.g., extra-familial harms where children are at risk of abuse or exploitation to multiple harms in situations outside their families including sexual exploitation, criminal exploitation, serious youth violence and upskirting. **New Offences:**

- **Cyberflashing** – illegal to send unsolicited sexual images intended to alarm or distress.
- **Epilepsy trolling** – criminal to send flashing images aiming to trigger seizures or cause distress.
- **Threatening communications** – sending threats of serious harm, death or violence is a standalone offence.
- **Encouraging serious self-harm** – offence to promote or encourage self-harm online, even if harm doesn't occur.
- **Sharing intimate images (including deepfakes)** – offence to share or threaten to share sexual images without consent, including AI-generated content. For more information please visit: [AI CSAM Guides for Professionals | IWF & NCA](#).

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Children at school are unable to access the internet on their own devices using their own data plan whilst at school as all personal devices are turned off before entering the school site and kept with a member of staff for the duration of school time. When in school to minimise inappropriate internet use, pupils are supervised and guided carefully when engaged in learning activities involving online technology.

Online safety education is embedded within the curriculum and pupils are taught how to use online technology safely and responsibly. We encourage parents to also monitor and supervise their children whilst using the internet at home.

Children are specifically taught about safe use of the internet. Our policy is not to block everything and only allow children access to certain sites – they need to be taught what is acceptable and what is unacceptable, and what to do when they feel ‘uncomfortable’.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate that they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil’s online activity.

The school will ensure that the use of filtering and monitoring systems does not cause ‘over blocking’ which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material, including when they are online at home. Appropriate filters and appropriate monitoring systems should be in place. We share regular advice to parents and carers about how to keep their children safe online and have an Acceptable Use Agreement for parents and carers as well as children which encompasses remote learning. Where children are being asked to learn online at home, the Department for Education has provided advice to support the school to do so safely.

### **Section 15: Mobile Phone and Camera Safety**

Within our **Online Safety Policy**, we have clear guidelines and procedures to follow in regards to the use of mobile phones, camera and wearable technology under the ‘Device Usage’ section page 13. Alongside this, all staff, visitors (including contractors, volunteers and tutors) must sign and adhere to our school’s: Acceptable Use Policy for Staff (Appendix C Online Safety Policy); Electronic Device Acceptable Use Policy (Appendix G, Online Safety Policy); Online Communication (including social media) Code of Conduct for Staff Working with Children (Appendix F, Online Safety Policy) and the Employees Code of Conduct.

**Spencer Nursery school have specific guidance on mobile telephones (See Appendix F for specifics).**

### **Section 16: Contractors and Outside Agencies**

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure, as well as the staff code of conduct. The contractor or individual must agree to this in writing.

We require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information.

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check will be required (not including barred list information).

Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity.

If a contractor working at a school is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The identity of contractors and their staff will be checked on arrival at the school.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

Where the governing body hires or rents out the school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe. The governing body will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

If our school received allegations about staff using their premises to run activities for children, we will follow own safeguarding policy including contact in the LADO.

For more information on regulated activity: [Regulated activities in relation to children: scope](#)

## **Section 17: Site Security**

All people on the site must adhere to the guidelines within this policy. Laxity can cause potential safeguarding issues to arise. Therefore:

- Gates should be locked at playtimes and lunchtimes.
- All exit doors should be closed to prevent intrusion.
- Visitors must only enter through the main entrance where they are required to sign in at the main office and given a visitors' badge on entry. This will be returned to the main school reception on departure.
- The school will not request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's' relatives or other visitors attending a sports day). All non-DBS checked visitors will be escorted or supervise whilst on the school site.
- For visitors who are attend in a professional capacity, their ID will be checked, and assurance will be sought that the visitor has had the appropriate DBS check (or that the visitor's employers have confirmed that their staff have appropriate checks).
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.
- Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents and police will be informed of the circumstances.

**Spencer Nursery school have specific guidance on adult to child ratios (see Appendix F for specifics).**

## **Section 18: Data Protection – Information and Records**

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

All staff must maintain records and obtain and share information (with parents, carers, other professionals working with the child, police, social services and Ofsted as appropriate) to ensure safe and efficient management of the school, and to help ensure the needs of all children are met. All staff must enable a regular two-way flow of information between parents and school.

Confidential information and records about children are held securely and only accessible and available to those who have a right or professional need to see them. The Head teacher is aware of responsibilities under the latest Data Protection Act in England, including those imposed under the General Data Protection Regulation (GDPR) passed by the European Union. As a school we believe that protecting the data we hold about our children is a fundamental part of our safeguarding process and treats this information with as much importance as protecting the child themselves.

All staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way to ensure confidentiality. Parents and carers are given access to all records about their child provided that no relevant exemptions (information which could cause harm to the child or any other individual) apply to their disclosure under the DPA.

The GDPR imposes more stringent requirements on entities that deal with people's personal data. In school, this applies to all personally identifiable information held on staff, children and parents. We are fully committed to ensuring that it upholds the new rights granted to a person under the GDPR. Parents and carers should be aware that there are legal requirements that supersede data protection regulations. The school is required to share data with certain agencies under legal obligations.

For more information: [Information sharing advice for safeguarding practitioners](#)

## **Section 19: Definition of Safeguarding and Child Protection**

**Safeguarding** is about every child and is the action that is taken to promote the welfare of all children and protect them from harm.

In relation to children and young people, safeguarding and promoting their welfare is defined in Keeping Children Safe in Education (September 2025) as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental or physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

**Child Protection** is the protection of any child or young person (i.e., under 18 years of age) who has suffered from, or may be at risk of abuse: physical, emotional, sexual, neglect.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online (**Working Together to Safeguard Children (December 2023)**).

## **Section 20: The four main forms of abuse**

**All school staff should be aware that abuse, neglect exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

All staff should be aware of the indicators of abuse, neglect, and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

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

### **Types of abuse include:**

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

**Emotional Abuse** – the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual Abuse** – involves forcing or enticing a child 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 outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of the school’s policy and procedures for dealing with it.

**Neglect** – the persistent failure to meet a child’s basic physical and/or psychological needs likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

In *Working Together to Safeguard Children (December 2023, Page 160)*, the definition of Neglect is as follows:

Neglect: 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 caregivers); ensure access to appropriate medical care or treatment; **provide suitable education**. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs

We follow the ‘[LSCB Neglect Practice Toolkit](#)’ which is informed by ‘[Experiences of Neglect by Howarth’s classifications](#)’. For more information, go to: <https://tacklechildabuse.campaign.gov.uk>

## Section 21: Specific Safeguarding Issues

Safeguarding action may be needed to protect children and learners from specific safeguarding issues such as:

- Body Confidence and Self-Esteem
- Breast Ironing
- Bullying including on-line (cyber) bullying and prejudice-based bullying
- Child abduction and community safety incidents
- Child criminal exploitation (CCE)
- Child on child abuse/harms
- Child sexual exploitation (CSE)
- Children and the court system
- Children who are absent from Education (previously CME)
- Children with family members in prison
- Children who are home schooled (‘Hidden Children’)
- Consent

- County Lines
- Cybercrime
- Dangerous Dogs
- Domestic Abuse
- Disguised compliance
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gender based violence/violence against women and girls
- Homelessness
- Knife Crime
- Mental health concerns including self-harm (**See: Appendix H for definitions**)
- Modern Slavery
- Online Safety – new risks (misinformation, disinformation, conspiracy theories)
- Poor parenting
- Private fostering
- Racism, disability, homophobic or transphobic abuse
- Radicalisation / extremism
- Serious Violent Crime (including gang violence and knife crime)
- Sexting (Youth Produced Sexual Imagery)
- Sexual violence and harassment between children (**See: Appendix I for definitions**)
- So-called ‘Honour Based’ Abuse
- Substance misuse
- Teenage relationship abuse
- The impact of new technologies on sexual behaviour
- Trauma and Attachment issues
- Up skirting
- Urban exploring

***Please note this is not an exhaustive list – but are an indicator of some of the key issues of which staff may become aware.***

**See: Appendix G for further safeguarding definitions and Annex B KCSIE 2025 has further information.**

#### **Local risks in our area:**

Seven neighbourhoods (6%) in Sutton are within the most deprived 20% in the country. They are situated in the wards of Belmont, Hackbridge, South Beddington and Roundshaw, St Helier East, St Helier West and Central Sutton. Other safeguarding issues in Sutton include: anti-social behaviour, anxiety and mental health, self-harm, domestic abuse and the impact on children, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and children having repeated missing episodes from school.

#### **Key Areas of Safeguarding/Child Protection Risk Particular to Hackbridge Primary School**

Key risks that we have identified for our pupils are:

- Pupils living with or witnessed domestic abuse and the effect this will have on them.
- Pupils who are physically chastised as a form of behaviour management and punishment by their parents or carers.
- Internet safety including the safe use of mobile phones, inappropriate / underage use of social media sites, gaming / playing inappropriate games for their age. Where children have permission to bring a mobile phone to school this is kept by the class teacher until the end of the school day to reduce the risk of children accessing inappropriate online content during the school day.
- Parenting including poor boundaries and routines and pupils being left to their own devices e.g. parents wanting them to travel home alone, pupils waiting unaccompanied outside school in the morning, pupils informing staff they are left alone at home.
- Poor attendance and punctuality.
- Mobility of the school population; checking pupil and family information when pupils join the school and

checking where pupils move on to when they leave us.

- Parent / carers mental health and well-being impacting their ability to safely parent.

### **Key Areas of Safeguarding/Child Protection Risk Particular to Spencer Nursery School**

- Parents not collecting children from nursery at the end of the session.
- Internet safety including the safe use of mobile phones, inappropriate / underage use of social media sites, gaming / playing inappropriate games for their age.
- Poor attendance.

### **Section 22: Recognition/Signs of Abuse**

The first indication of concern about a pupil's welfare is not necessarily the presence of a serious injury. Many other signs, could be an indication of abuse, these may include:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn, or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who change friendships or have relationships with older individuals or groups
- Children who have a significant decline in performance
- Children who show signs of self-harm or a significant change in wellbeing
- Children who show signs of assault or unexplained injuries
- Children who have unexplained gifts or new possessions
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who fail reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from school or home
- Children who are missing from education
- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their children from school when drunk, or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements.

Please note this is not an exhaustive list.

### **Section 23: Working with Children**

We recognise that children, who are abused, neglected, exploited or who witness either of these things, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will support pupils and enable them to feel safe through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure the pupil knows that some behaviour is unacceptable, but they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social services, the child and adolescent mental

- health service, the borough school attendance service and the educational psychology service; and
- ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

## Section 24: Early Help

Every family can go through difficult or challenging times at some point during their lives. If you are aware of a family that is experiencing problems, they may require support to help them to deal with difficult situations and make things better. Early Help services and support should be offered as soon as a problem or difficulty starts. This is to stop things from getting worse, and to make sure that the family gets the help that they need. The Early Help Assessment Tool (EHAT) is used to find out about the family so that we can understand the difficulties that they may be experiencing. The EHAT is used when a family would like support to help them with a difficulty; when a professional working with a family recognises that they may require extra support; when a family have lots of professionals working with them and services and information needs to be organised to help make things clearer for them; where the needs of the family are unknown or unmet. The EHAT is entirely consent based and the family can decide at any point that they no longer wish to engage with the process. An EHAT is confidential except where there is a risk of serious harm to a child.

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

**All school staff** should be prepared to identify children who may benefit from **Early Help**. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;
- is at risk of modern slavery, trafficking or sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day;

See Sutton's [Helping Early Strategy](#) and Sutton's [Early Help for Families and Professionals](#) for more details.

**Signposting for families in times of need is vital especially with the impact of the cost of living crisis. Further support please visit: [Together for Sutton](#)**

## Section 25: Mental Health

We aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and careers, and recognise how important mental health and emotional wellbeing is. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Through a

whole-school approach, we actively seek to promote emotional health and wellbeing by helping pupils to understand their feelings and the feelings of others.

Our role in school is to help our pupils to succeed and reach their potential by supporting them to be resilient and mentally healthy. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

All staff should also 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. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the Designated Safeguarding Lead or a deputy.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behavior suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse, neglect, exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

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. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

**If you have a concern regarding the Mental Health of a child, contact your Designated Safeguarding Lead and SENCO immediately to enable the required support to be put in place as soon as possible.**

**For more information and support:** [Shout: The UK's free, confidential, 24/7 mental health text service | Shout 85258](#)

**See: Appendix H for further definitions**

## **Section 26: Children who are absent from Education (previously Children Missing in Education (CME) and Elective Home Education (EHE)**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community (KCSIE, September 2025)

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change. **Please note this is different to children who leave the school premises. If this happens, call the police, and follow the child where possible. Do not chase.**

A child on a school roll, with attendance concerns and no reason to off roll to CME as detailed in Children Missing Education 2024. For advice please contact [attendance@cognus.org.uk](mailto:attendance@cognus.org.uk)

*'Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life' (Children Missing Education, August 2024).*

For further guidance: [Sutton LSCP CME protocol 2021](#) and [Children Missing Education](#), August 2024

In response to the guidance in Keeping Children Safe in Education (September 2025) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones as well as an awareness of breast-ironing and honour-based abuse (including FGM and forced marriage).
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or
  - e. are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When children are added to the admissions register, the school must record the expected start date of the pupil. If the child does not arrive on the start date, the school should contact the local authority at the earliest opportunity. For admissions to the school, apart from at the "start of the school's youngest year", schools are required to notify the local authority "within five days when a pupil's name is added to the admission register and provide all the information held within the admission register about the pupil".

When a pupil leaves the school, the admission register must also record:

- the name of the pupil's new school; and
- the expected start date at the new school

The school must inform the local authority and supply the following information:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least two contact telephone numbers for the child;
- if applicable, the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the grounds under which the pupil's name is to be deleted from the admission register.

If this information is not provided by the parent or carer, then a Child Missing in Education (CME) form is completed and sent to the local authority.

See ['Children Missing Education - Cognus'](#) for more details.

### **Elective Home Education**

When a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will make it clear that this is not a decision we would ever recommend. We will liaise with other professionals to coordinate further discussion with parents/carers where possible. This will be particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where the decision to home educate raises safeguarding concerns the Designated Safeguarding Lead (or a deputy) will seek further advice from Children's Social Care.

See [‘Elective Home Education – Cognus’](#) for more detail.

## **Section 27: Attendance**

In accordance with KCSIE 2025 and the now statutory DfE guidance [“Working Together to Improve School Attendance,”](#) attendance concerns are treated as potential **safeguarding indicators**.

Persistent or unexplained absence is escalated through safeguarding protocols and may trigger a referral to **Children’s Social Care**, particularly if the child has a social worker, is a CLA/post-CLA, or is at risk of exploitation, domestic abuse, neglect, or criminal involvement.

See our school Attendance Policy.

See further information from [Cognus Attendance Support Team](#).

## **Section 28: Children Looked After (CLA)**

The Designated Safeguarding Lead and governors are also responsible for Children Looked After.

All looked after children have a Personal Education Plan (PEP), which is part of the child’s care plan. This is reviewed termly. Advice and support are available through the virtual school and virtual head teacher.

The role of the **Virtual School Head (VSH)** now extends to promoting the educational outcomes of:

- Looked-after children (CLA)
- Previously looked-after children
- **Children with a social worker**
- **Children in kinship or informal care arrangements**

The school work closely with the Virtual School to ensure this wider group receives targeted support, has high academic expectations, and benefits from stable education pathways (KCSIE, 2025). See [‘Sutton Virtual School – Cognus’](#) for more detail.

## **Section 29: Previously Children Looked After (Post-CLA)**

The Designated Safeguarding Lead and governors are also responsible for Previously Children Looked-After.

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from ‘state care’ outside England and Wales; and a child is in ‘state care’ outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Post-CLA support arrangements are distinct to those for CLA and are responsive to the needs of the child and family using the appropriate school support systems which will include PPG but not the PEP process.

We aim to help raise previously looked-after children’s parents’ and guardians’ awareness of the PP+ and other support for previously looked-after-children – this includes encouraging parents of eligible previously looked-after-children to tell the school if their child is eligible to attract PP+ funding; and play a key part in decisions on how the PP+ is used to support previously children looked after.

As a school we recognise that not all Post-CLA are underachieving, while some may be underachieving and not eligible for funding. We plan to use our funding creatively to support any individual in which any area of under-performance is evident.

**Refer to Pupil Premium Policy for further information.** See [Sutton Virtual School](#) for further information.

## **Section 30: Children with Special Educational Needs or Disabilities (SEND) or certain health conditions**

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional

safeguarding challenges. Additional barriers can exist when recognising abuse, neglect or exploitation in this group of children. 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

In our school we identify pupils who might need more support to be kept safe or to keep themselves safe. We do this in the following ways:

- Children will have a familiar adult to support with communication through simple language.
- Extra pastoral support is considered for children with SEN and disabilities.
- Use of visual aids and sign language to support understanding where required.
- Use of a familiar Speech and Language therapist to ensure that questioning and answers are put in a manner accessible to the child.
- Children are carefully monitored and observed to provide a full picture of their behaviour and mannerism so that any changes are noted, and a comparison can be made.
- The use of body maps, visuals and sign language are used to allow children to communicate their needs or concerns.
- The use of social stories is regularly used to support appropriate and inappropriate behaviour – such as bullying and keeping safe.
- Intervention groups teach children how to communicate and explain appropriate and inappropriate behaviour.

When required to use reasonable force in order to calm a situation, 'reasonable' means 'using no more force than is needed'. Individual plans for vulnerable children will be drawn up to reduce the use of force.

KCSIE 2025 has updated its inclusive terminology to use the word 'Autism' and not 'Autism Spectrum Disorder'.

### **Section 31: Alternative Provision**

For all pupils and students placed in Alternative Provision (AP), the school must:

- Obtain **written confirmation** from the AP provider that all **safeguarding checks** have been completed.
- Provider must notify the school of any staff changes or risks.
- Keep accurate records of where the child is, including all sites attended.
- Review placements every half-term to ensure safety and suitability.
- Immediately review or end placements if safeguarding concerns arise.

These measures ensure that every child in offsite provision remains safe and receives an education aligned with their needs.

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

**All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCP) or national guidance.**

## Appendix A

### Links to other Key Safeguarding guidance

Although this list is not exhaustive, this policy and procedure also accords with:

- [After-School Clubs, Community Activities and Tuitions](#) (March 2020 – Updated September 2023)
- [Alternative Provision](#) (DfE February 2025)
- [Artificial Intelligence](#) (DfE June 2025)
- [Blowing the Whistle to the DfE](#) (June 2025)
- [Children’s Wellbeing and School’s Bill](#) (DfE March 2025)
- [Children Missing Education: Statutory Guidance for Local Authorities](#) (September 2016 – Updated August 2024)
- [Child Sexual Exploitation – Definition, Guide and Annexes](#) (DfE February 2017)
- [Criminal Exploitation of children and vulnerable adults: County Lines guidance](#) (February 2020 – Updated October 2023)
- [Data Protection: The Data Protection Act](#) (September 2018)
- [Data Protection Toolkit for Schools](#) (September 2018)
- [DfE Whistleblowing Policy](#) (DfE June 2025)
- [Disqualification under the Child Care Act 2006](#) (August 2018)
- [Early Years Foundation Stage](#) (January 2024)
- [Early Years Inspection Handbook](#) (Updated September 2023)
- [Education for a Connected World](#) (June 2020)
- [Education Inspection Handbook](#) (May 2019 – Updated July 2023)
- [Female Genital Mutilation: Resource Pack](#) (Updated February 2023)
- [Gender Questioning Children: non-statutory guidance](#) (December 2023)
- [Implementation of the Marriage and Civil Partnership \(Minimum Age\) Act 2022](#) (February 2023)
- [Information sharing advice for safeguarding practitioners](#) (March 2015- Updated May 2024)
- [Inspecting Schools: Guidance for maintained and academy schools](#) (September 2019 – Updated April 2024)
- [Improving Behaviour in Schools](#) (May 2024)
- [Keeping Children Safe in Education \(September 2025\)](#)
- [Maintained Schools Governance Guide](#) (March 2024)
- [Meeting digital and technology standards in schools and college – Guidance](#) (Updated March 2023)
- [Mental Health and Behaviour in Schools](#) (DfE November 2018)
- [Mobile Phones in Schools](#) (February 2024)
- [Positive environments where children can flourish](#) (2018 – updated October 2021)
- [Prevent Duty Guidance: England and Wales](#) (March 2015 – Updated March 2024)
- [Prevent Duty Guidance for Schools and Early Years Providers Briefing Notes](#) (September 2023)
- [Promoting the education of looked-after and previously looked-after children](#) (DfE February 2018)
- [Reducing the need for restraint and restrictive intervention](#) (June 2019)
- [Regulated activity in relation to children](#) (2012)
- [Relationships Education, Relationships and Sex Education \(RSE, Secondary\) and Health Education](#) (2019 – updated 2025)
- [Safeguarding and remote education](#) (DfE, Updated November 2022)
- [Safeguarding children and protecting professionals in early years settings](#) (UK Council for Internet Safety, February 2019)
- [Safeguarding Children and Safer Recruitment in Education](#) (DFE April 2011 – updated April 2012)
- [School Suspensions and Exclusions](#) (June 2012 – Updated August 2024)
- [Searching, screening and confiscation](#) (DfE July 2022)
- [Section 5B of the Female Genital Mutilation Act \(2003\) Section 74 of the Serious Crime Act 2015](#)
- [Sharing nudes and semi-nudes](#) (December, 2020 – Updated March 2024)
- [Teacher Status Checks](#) – information for employers (Updated April 2025)
- [Teaching online safety in school’](#) (DfE June 2019 – last updated January 2023)
- [The designated teacher for looked-after and previously looked-after children](#) (DfE February 2018)
- [The Prevent Duty: safeguarding learners vulnerable to radicalisation](#) (October 2022 – Updated September 2023)
- [Understanding sexualised behaviour in children – NSPCC](#) (Updated June 2024)
- [What to do if you think a child is being abused](#) (DfE March 2015)
- [When to call the police – Guidance for Colleges and Schools](#) (NSPCC)
- [Working Together to Improve School Attendance](#) (May 2022 - Updated August 2024)
- [Working Together to Safeguard Children](#) (July 2018 updated February 2024)
- [Young People Who Self-Harm: A Guidance for Schools](#) (2018)

## Designated Staff Information

### LIST OF CONTACTS

#### HACKBRIDGE PRIMARY SCHOOL

**Designated Lead for Safeguarding:**

**Mrs Natasha Edmonds-Chappell** – Assistant Headteacher / Designated Safeguarding Lead

**Deputy Designated Safeguarding Leads:**

**Mrs Emma Walford** – Headteacher

**Miss Natalie Robins** – Deputy Headteacher / SENCo

**Miss K O’Doherty** – Assistant Headteacher / Teaching & Learning Lead

**Miss H Gilgeours** – Assistant Headteacher / Curriculum & Assessment Lead

**Other main contacts are:** Mrs Carole Cook - Deputy Safeguarding Governor

#### SPENCER NURSERY SCHOOL

**Designated Lead for Safeguarding:**

**Mrs Natasha Edmonds-Chappell** – Assistant Headteacher / Designated Safeguarding Lead

**Deputy Designated Safeguarding Leads:**

**Miss Lauren Jackson** – Nursery Manager

**Mrs Emma Walford** – Headteacher

**Miss Natalie Robins** – Deputy Headteacher / SENCo

**Mrs Sharon Hoeksma** – Nursery Class Teacher

**Other main contacts are:**

**Mrs Carole Cook** - Safeguarding Governor (responsible for safeguarding, child protection, Children Looked After and Post Locked After and online safety including filtering and monitoring)

**Sutton Contact Details – See Appendix C**

**Other Contact Details**

Childline 0800 1111

NSPCC 0808 800 5000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

NSPCC –Abuse in Education 0800 136 663 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Ofsted 0300 1231231

Police 999 or 112 (emergency) 101 (non-emergency) Safer Neighbourhood Team 0208 721 2773

## Key Contacts

### Sutton Contact Details

The Children's First Contact Service (CFCS) – 020 8770 6001 [childrensfirstcontactservice@sutton.gov.uk](mailto:childrensfirstcontactservice@sutton.gov.uk)

LB Sutton Children & Families Emergency Duty Social Work Team (EDT) 020 8770 5000 x9 (out of office hours after 5.00 p.m.)

Sutton Local Safeguarding Children's Partnership: 020 8770 4879  
[suttonlscp@sutton.gov.uk](mailto:suttonlscp@sutton.gov.uk) Website: [www.suttonlscp.org.uk](http://www.suttonlscp.org.uk)

(Sutton Local Safeguarding Children Board ceased to exist when the new **Sutton Local Safeguarding Children Partnership** arrangements came into effect on 1 July 2019. Three Statutory Partners are the Local Authority, Clinical Commissioning Group and Police. Locally, Education providers will be made the fourth Partners. The LSCP Board will be made up by the four Partners, co-opted members and relevant agencies.)

Sutton LA LADO (Local Authority Designated Officer – complaints against staff) – 0208 770 4776  
[LADO@sutton.gov.uk](mailto:LADO@sutton.gov.uk)

LBS Prevent and Hate Crime Manager – 0208 649 0672

Education Safeguarding Manager – 07736 338 180

Escalation procedures - [Sutton LSCB Escalation Policy and Procedure](#)

Serious Child Incidents – [Sutton LSCB CDR Protocol](#)

**For children who do not live in the London Borough of Sutton, appropriate contact details for local Children's Services can be accessed through 'Report Abuse to Your Local Council'** <https://www.gov.uk/report-child-abuse-to-local-council>. This link will enable the correct contact details to be accessed by typing in the child's postcode.

### General Contact Details

Childline 0800 1111

NSPCC 0808 800 5000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

NSPCC whistle blowing helpline number – 0800 028 0285

NSPCC – Abuse in Education 0800 136 663 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Ofsted 0300 1231231

Ofsted whistle blowing line – 0300 123 3155

Police 999 or 112 (emergency) 101 (non-emergency) or Safer Neighbourhood Team 0208 721 2773

**Specific Notes for Spencer Nursery School:-****ADULT: CHILD RATIOS**

To ensure that all children and adults are protected and in ratio at all times, Spencer Nursery School adheres to the legal requirements for adult:child ratios at all times. The following ratios are adhered to:

For children aged 0 to 2 years of age: 1 adult to every 3 children

For children aged 2 - 3 years of age: 1 adult to every 5 children

For children aged 3 – 4 years of age: 1 adult to every 8 children

However, during education hours in term time when Spencer's teacher (or a member of staff qualified to Degree level (7), is present in the classroom a ratio of 1 adult to every 13 children can be applied.

**MOBILE TELEPHONES**

Spencer Nursery School have a strictly no mobile telephone policy. All staff, volunteers, parents/carers and visitors are advised of this. Mobile telephones cannot be used in the school buildings at all. For staff, volunteers and supply staff, lockable lockers are provided where their mobile telephone can be stored for the duration of their visit. For full details, please see the Mobile Telephone Policy. This policy and procedure will also apply to any organisation using school facilities. The one exception to this policy is the Nursery Manager's mobile telephone, which remains in the office, for fire and security reasons, the school is linked to London Borough of Sutton Civic Offices and if any alarm is raised the school telephone is engaged ringing the borough. Therefore, the Civic Office Security Team have the Nursery Managers mobile number and will ring to check if there is a fire/security issue.

## Definitions of Specific Safeguarding Issues

### Body Confidence and Self-Esteem

Promoting positive body image and self-esteem is crucial for safeguarding children's wellbeing, as it can help prevent negative mental health outcomes like depression and eating disorders. By fostering a culture of self-acceptance and resilience, children can develop a healthy relationship with their bodies and build confidence in their overall self. **For more information please visit:** [Home - SEED | Eating Disorders Support Service %](#)

### Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the four main types of bullying are: physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling), social (e.g. isolating an individual from the activities, lying and spreading rumours, damaging someone's reputation and carrying out acts behind a person's back to cause humiliation) and cyber (e.g. sending abusive or hurtful texts, emails, posts, images or videos, deliberately excluding others online, spreading gossip or rumours and imitating others online or using their log-in details).

### Child Abduction and Community Safety Incidents

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

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

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

### Children who are lesbian, gay, bisexual, or gender questioning

**IMPORTANT NOTE** This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. We ensure we use the guidance on (KCSIE 2025) page 56.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any

clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

tion to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts, money or new possessions;
- Associate with other children involved in exploitation;
- Suffer from changes in emotional well-being;
- Misuse alcohol and other drugs;
- Go missing for periods of time or regularly come home late; and
- Regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

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

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- Have older boyfriends or girlfriends; and
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

## **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

[Child Exploitation – what to look out for.](#)

## **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal line'. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- Go missing and are subsequently found in areas away from their home;
- Have been the victim or perpetrator of serious violence (e.g., knife crime);
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- Owe a 'debt bond' to their exploiters;
- Have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#)

## **Dangerous Dogs**

The benefits of owning pets are well established. Having a pet can have physical and emotional benefits for a child as well as teaching them about responsibility and caring for living creatures. However, in recent years a number of children and adults have been seriously injured or have died from attacks by dogs, and it is important therefore that professionals working with children and families are aware of the issues around dangerous dogs and the risks they can pose to children and young people.

**For more information please visit:** [PG11. Dangerous Dogs and Safeguarding Children](#)

## **So-called Honour Based Abuse (HBA) (including FGM and forced marriage)**

So-called 'honour based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, this included Forced Marriage, Female Genital Mutilation (FGM) forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All

forms of so-called honour-based violence are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Where staff are concerned that a child might be at risk of honour-based abuse, they must contact the Designated Safeguarding Lead as a matter of urgency.

**In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.**

### **Breast Ironing**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. Breast Ironing is usually carried out by mothers or other women to protect girls from men. It is believed that the reason they carry out this procedure is to reduce the risk of sexual harassment, rape, kidnap and forced marriage. Indicators that Breast Ironing has been carried out are chest pains or other discomfort, changes in behaviour and fear of undressing.

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

Female Genital Mutilation (FGM) FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#). Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

[Sutton FGM Risk Assessment Tool](#).

### **Forced Marriage**

Forced Marriage is one entered into without the full or free consent of one or both parties where violence, threats or any other form of coercion. This is not the same as an arranged marriage. All staff must be aware that this practice does occur and could affect a family at Hackbridge or Spencer.

### **Radicalisation and Extremism**

Radicalisation and extremism Under section of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the '[Prevent Duty](#)'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

Children may be **susceptible to being drawn into** extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be part of a schools' safeguarding approach.

**Extremism** [147] is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** [148] refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

[147] [As defined in the Government's Counter Extremism Strategy](#)

[148] [As defined in the Government's Prevent Duty Guidance for England and Wales](#).

[149] [As defined in the Terrorism Act 2000 \(TACT 2000\)](#)

**Terrorism** [149] is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are [possible indicators](#) that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

### **The Prevent duty**

KCSIE (2025) now talks about children and young people who are 'susceptible' to being drawn into terrorism, rather than being vulnerable to being drawn into terrorism. [LSCB Guidance about Safeguarding Children under the Prevent Duty](#).

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard [150] to the need to prevent people from being drawn into terrorism". [151] This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially [paragraphs 57-76](#), which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiar themselves with the [Prevent duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

[150] According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the

other factors relevant to how they carry out their usual functions.

[151] “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

All staff will undertake Prevent awareness training.

**To note: Martyn's Law and Protective Security**

Martyn's Law – formally the Terrorism (Protection of Premises) Act 2025 – is named in memory of Martyn Hett, one of the 22 people killed in the 2017 Manchester Arena bombing. The law introduces new duties to help reduce harm from terrorist attacks. All UK schools, including early years, primary, secondary and further education, are classed as ‘standard tier’ premises and have two years to prepare before enforcement begins in 2027. **For more information please visit: [Martyn's Law Factsheet – Home Office in the media](#)**

Any concerns regarding radicalisation or extremism will follow The Prevent Incident of Concern Flowchart – See Appendix L

**Child-on-Child Abuse/Harms**

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

- bullying (including cyberbullying prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- 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 nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery).
- up skirting, 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).

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Child-on-child abuse/harm can be a one-off serious incident or an accumulation of incidents. It can involve physical, emotional or sexual abuse. Child-on-child abuse/harm involves someone who abuses a ‘vulnerability’ or power imbalance to harm another and have the opportunity or be in an environment where this is possible. While perpetrators of child-on-child abuse /harm pose a risk to others, they are often victims of abuse themselves.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We recognise that it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

Through our school value of 'being kind' and teaching of this, children are confident to report abuse to any member of staff and know their concerns will be treated seriously. We also have a strong anti-bullying strategy and anti-racism strategy which the pupils and staff uphold. Pupils and staff are confident reporting incidents of child-and-child abuse.

Staff will be alert to the risk a child may pose to children other than any "current" victim; and be aware that children who harm others are likely to have considerable needs themselves (e.g., they may have been subjected to abuse, witnessed domestic violence or witnessed, or have been part of, criminal activity).

The risk of Child-on-Child Abuse will be minimised through:

- Educating our pupils about how to keep safe and what they should do if they feel unsafe in any way. We update this regularly in class through our child friendly booklet.
- Reminding children to watch out for their peers and tell an adult if they are aware of anyone being bullied or upset by others.
- As a school deal with bullying quickly and effectively so we create a culture where this is unacceptable.
- Offering support to victims and perpetrators.
- Regular teaching about online safety so that children are very aware of how to keep safe, how to report when others are unkind or abusive online and how they can block unwelcome contact online.

Child-on-Child Abuse will be recorded in the same way as all Child Protection issues using school procedure. Investigation will involve listening to the children, gaining an insight into what has happened, involving parents and dealing with the issue through our Behaviour Policy. We are aware that in some cases we may need to involve Children's Services and the Police. We are aware of the need to act quickly and inform parents so that children are not going home to be abused by the perpetrators in person or online.

Victims, perpetrators and any other children affected by Child-on-Child Abuse will be supported appropriately and treated with consideration and respect.

### **Up-skirting - Voyeurism (Offences) Act 2019**

The Voyeurism (Offences) Act which is commonly known as the Up-skirting Act, came into force on 12<sup>th</sup> April 2019. Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

### **Private Fostering**

The phrase 'private fostering' is often misunderstood. There is local authority fostering and fostering by private agencies. However, in law 'Private Fostering' is quite different.

From a safeguarding perspective, many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities, even though it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

A private fostering arrangement is one that is made privately (without the involvement of a local authority (or a private sector agency)) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins).

The Local Authority should be notified of the arrangement, at least six weeks before it starts and not to do so is a criminal offence.

Once the local authority has been notified, children's services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

[LSCP Private Fostering information.](#)

## Overseas Students

If an overseas student under the age of 16 (or under 18 if disabled) stays with a host for 28 days or more, there is a legal requirement for the host, guardianship agency, language school, agent, or other person or company involved in placing the student, to inform their local authority.

## Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another.

Consent can be withdrawn at any time during sexual activity and each time activity occurs

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- Sexual intercourse without consent is Rape

For more information please visit: [Talk Consent • Specialist Consent Education for Schools](#)

## Disguised Compliance

Parents who appear to cooperate to avoid professionals getting too close or asking too many questions. There is a tendency by professionals to confuse participation with cooperation. Indicators include parents that put little effort into making changes, limited improvement despite significant input, conflicting views of child and parent, parents align with certain professionals and only engage with part of the plan. The risks of disguised compliance are that cases may drift and lack focus, significant issues may be missed, risks may increase, cases may be closed too early, and the child remains at risk of harm. It is important to keep an open mind, use an investigative approach and effective questioning. As professionals we must look beyond the obvious.

## Hidden Children

Children who do not attend school can become hidden, which means that we are less able to help and protect them. Some of these children may experience risks within their family, such as abuse, neglect or exploitation. There may also be risks outside their family, such as radicalisation or exploitation. Protecting children from these external risks is known as contextual safeguarding. Children who do not attend school may be at further risk of not achieving their educational potential. They may not be able to access formal education or employment in the future if they have not gained recognised qualifications. They will also not benefit from the role that schools play in developing children's skills to participate fully and constructively in society.

## So which children are we talking about?

1. Children not attending school nor on a school roll, including children who have been excluded both on a permanent or an informal basis and for whom no suitable alternative provision is arranged.
2. Children who fall under the heading 'educated at home', but may not be receiving effective, efficient and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies.
3. Children attending unregistered schools, sometimes under the guise of being electively home educated.
4. Children in alternative provision that is of insufficient quality or is not provided for the required hours.
5. Children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.

## Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#). The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

This may have an impact on them in a number of different ways and they may need emotional support.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. This may have an impact on them in a number of different ways and they may need emotional support. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children

### **Children who are absent from education**

All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures.

### **Domestic 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. Under the statutory definition, 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).

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- Transform Sutton - 020 8092 7569 / [transformsutton@cranstoun.org.uk](mailto:transformsutton@cranstoun.org.uk)
- [Not Alone in Sutton](#) website which signposts to support and advice for anyone affected by domestic abuse
- [NSPCC-UK domestic-abuse Signs Symptoms Effects](#)
- [Safelives: young people and domestic abuse](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)

- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse);
- [Home: Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

National Domestic Abuse Helpline: Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Operation Encompass: Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate). Police forces not signed up to operation encompass will have their own arrangements in place. **Operation Encompass is currently under review in Sutton.**

### Homelessness

Being homeless, or being at risk of, becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

### Fabricated or Induced Illness (FII)

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

## **Adverse Childhood Experiences (ACEs)**

1 in 3 diagnosed mental health conditions in adulthood are directly related to adverse childhood experiences. ACEs can include maltreatment, violence and coercion, adjustment, prejudice, family adversity, inhumane treatment, adult responsibilities and bereavement and survivorship. If you have witnessed or experienced any of the following before the age of 18 you have suffered an adverse childhood experience: domestic violence, sexual abuse, alcohol abuse, physical abuse, parental separation, drug abuse, verbal abuse, mental ill-health or imprisonment.

### **Protective factors:**

1. Positive and supportive family
2. Safe relationships with peers
3. Access to a supportive community
4. Ability to regulate emotions
5. Acquisition of problem-solving skills
6. Compassionate, professional response
7. Early intervention from services
8. Trauma-informed systems

When talking to someone who has suffered an ACE, don't ask, what is wrong with you? But, what has happened to you?

## **Trauma and Attachment**

A significant number of children are exposed to traumatic life events. A traumatic event is one that threatens injury, death, or the physical integrity of self or others and also causes fear, terror, or helplessness at the time it occurs. Traumatic events include sexual abuse, physical abuse, domestic violence, community and school violence, medical trauma, car accidents, acts of terrorism, war experiences, natural and human-made disasters, suicides, and other traumatic losses.

If a child has experienced trauma, they are likely to develop other related behaviours. These include:

1. the development of new fears
2. separation anxiety (particularly in young children)
3. sleep disturbance, nightmares
4. sadness
5. loss of interest in normal activities
6. reduced concentration
7. decline in schoolwork
8. anger
9. somatic complaints
10. irritability

## **Serious Violent Crime**

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

- Increased absence from school;
- A change in friendships or relationships with older individuals or groups;
- A significant decline in performance;
- Signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries;
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

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

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

### **Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through 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 likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

**See Appendix G for more details of how the school will manage allegations of sexual violence and sexual harassment.**

### **Contextual Safeguarding**

All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation situations outside their families. Extra familial harms take a variety of different forms and children can be fundable to multiple harms including (but not limited to) sexual abuse including harassment and exploitation, domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

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

[LSCP Protocol Safeguarding Adolescents.](#)

[LSCP Contextual Safeguarding Briefing.](#)

### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

### **Modern Slavery**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance: [Modern slavery: how to identify and support victims.](#)

[Child Trafficking Definitions](#)

### **Cyber Crime**

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

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

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

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre](#).

### **Online Safety – New risks (misinformation, disinformation, conspiracy)**

KCSIE 2025 now treats **misinformation, disinformation** (including fake news), and **conspiracy theories** as formal categories of **safeguarding risks** under Online Sa

Generally accepted definitions:

- **Misinformation:** false/inaccurate information spread without intent to deceive.
- **Disinformation:** false/misleading information spread deliberately to deceive.
- **Conspiracy theories:** speculative narratives asserting secret plots by powerful groups without credible evidence.

### **Urban Exploring**

Urban exploring, also known as urbex, is the exploration of man-made structures, particularly abandoned or derelict ones, often with a focus on photography and historical documentation. It involves venturing into places that are typically off-limits, sometimes requiring trespassing. While it can be a thrill and a way to explore, it is important to be aware of the potential risks, including safety hazards and legal consequences.

**(Please refer to Annex B of KCSIE, 2025 for further information)**

## Mental Health Definitions

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. All staff should 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. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems (KCSIE, 2025).

### Anxiety

Anxiety problems can significantly affect a child's ability to develop, to learn or to maintain and sustain friendships.

Children and young people may feel anxious for several reasons – for example because of worries about things that are happening at home or at school, or because of a traumatic event. Symptoms of anxiety include feeling fearful or panicky, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping. If they become persistent or exaggerated, then specialist help, and support will be required.

Clinical professionals refer to several diagnostic categories:

- Generalised anxiety disorder (GAD) – a long-term condition which causes people to feel anxious about a wide range of situations and issues, rather than one specific event;
- Panic disorder – a condition in which people have recurring and regular panic attacks, often for no obvious reason;
- Obsessive-Compulsive Disorder (OCD) – a mental health condition where a person has obsessive thoughts (unwanted, unpleasant thoughts, images or urges that repeatedly enter their mind, causing them anxiety) and compulsions (repetitive behaviour or mental acts that they feel they must carry out to try to prevent an obsession coming true);
- Specific phobias – the excessive fear of an object or a situation, to the extent that it causes an anxious response, such as panic attack;
- Separation Anxiety Disorder (SAD) – worry about being away from home or about being far away from parents/carers, at a level that is much more than normal for the child's age;
- Social Phobia – intense fear of social or performance situations;
- Agoraphobia – a fear of being in situations where escape might be difficult, or help wouldn't be available if things go wrong.

### Depression

Feeling low or sad is a common feeling for children and adults, and a normal reaction to experiences that are stressful or upsetting. When these feelings dominate and interfere with a person's life, it can become an illness.

Depression can significantly affect a child's ability to develop, to learn or to maintain and sustain friendships.

Clinicians making a diagnosis of depression will generally use the categories major depressive disorder (MDD – where the person will show a number of depressive symptoms to the extent that they impair work, social or personal functioning) or dysthymic disorder (DD – less severe than MDD, but characterised by a daily depressed mood for at least two years).

### Hyperkinetic Disorders (e.g., disturbance of activity and attention)

Although many children are inattentive, easily distracted or impulsive, in some children these behaviours are exaggerated and persistent, compared with other children of a similar age and stage of development. When these behaviours interfere with a child's family and social functioning and with progress at school, they become a matter for professional concern.

Attention Deficit Hyperactivity Disorder (ADHD) is a diagnosis used by clinicians. It involves three characteristic types of behaviour – inattention, hyperactivity and impulsivity. Whereas some children show signs of all three types of behaviour (this is called 'combined type' ADHD), other children diagnosed show signs only of inattention or hyperactivity/impulsiveness.

Hyperkinetic disorder is another diagnosis used by clinicians. It is a more restrictive diagnosis but is broadly like severe combined type ADHD, in that signs of inattention, hyperactivity and impulsiveness must all be present. These core symptoms must also have been present before the age of seven and must be evident in two or more settings.

### **Attachment disorders**

Attachment is the affectionate bond children have with special people in their lives that lead them to feel pleasure when they interact with them and be comforted by their nearness during times of stress. Researchers generally agree that there are four main factors that influence attachment security: opportunity to establish a close relationship with a primary caregiver; the quality of caregiving; the child's characteristics; and the family context. Secure attachment is an important protective factor for mental health later in childhood, while attachment insecurity is widely recognised as a risk factor for the development of behaviour problems.

### **Eating disorders**

The most common eating disorders are anorexia nervosa and bulimia nervosa. Eating disorders can emerge when worries about weight begin to dominate a person's life. Someone with anorexia nervosa worries persistently about being fat and eats very little. They lose a lot of weight and if female, their periods may stop. Someone with bulimia nervosa also worries persistently about weight. They alternate between eating very little, and then bingeing. They vomit or take laxatives to control their weight. Both eating disorders affect girls and boys but are more common in girls.

### **Self-harm**

Self-harm is a serious public health problem and is the reason behind many admissions to accident and emergency departments every year. Self-harm and suicidal threats by a child put them at risk of significant harm and should always be taken seriously and responded to without delay.

Common examples of deliberate self-harm include 'overdosing' (self-poisoning), hitting, cutting or burning oneself, pulling hair or picking skin, or self-strangulation. The clinical definition includes attempted suicide, though some argue that self-harm only includes actions which are not intended to be fatal. It can be a coping mechanism, a way of inflicting punishment on oneself and a way of validating the self or influencing others.

Self-harming is NOT attention seeking behaviour, it is attention NEEDING behaviour.

The school will follow the [Sutton Self-Harm Protocol](#) in responding to concerns about self-harm.

### **Post-traumatic stress**

If a child experiences or witnesses something deeply shocking or disturbing they may have a traumatic stress reaction. This is a normal way of dealing with shocking events and it may affect the way the child thinks, feels and behaves. If these symptoms and behaviours persist, and the child is unable to come to terms with what has happened, then clinicians may make a diagnosis of post-traumatic stress disorder (PTSD).

## Child – on - Child sexual violence and sexual harassment

The school will follow the guidance in ‘Keeping Children Safe in Education’ (DfE, September 2025): Part five: Child-on-child Sexual Violence and sexual harassment.

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

**All school staff**, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Sexual violence and sexual harassment can occur between two or more children of any age and sex from primary to secondary stage and into colleges. It can also occur online. They can also occur through 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 likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The school should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Definitions of sexual violence, sexual harassment and harmful sexualised behaviour (HSB) are found in KCSIE 2022, Part Five Paragraphs 451 through to 458.

## **Preventing abuse**

Effective safeguarding practice is demonstrated when schools are clear, in advance, about what local processes are in place and what support can be accessed when sexual violence or sexual harassment has occurred. It is important to prepare for this in advance and review this information on a regular basis to ensure it is up to date. As such:

- if required, the Designated Safeguarding Lead (or a deputy) should discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues in order to prepare the school's policies (especially the child protection policy) and responses, and
- the Designated Safeguarding Lead (and their deputies) should 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. Further information on specialist support and interventions can be found in Annex B, KCSIE 2022 in the additional advice and support section under sexual violence and sexual harassment.

## **Responding to reports of sexual violence and sexual harassment**

There should be clear systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide the school with the foundation for a calm, considered and appropriate response to any reports.

When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. Toolkits that will support the risk assessment process include: Brook: traffic light tool.

The Designated Safeguarding Lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

### **Support available if a child has been harmed, or is in immediate danger or at risk of harm**

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to the Children's First Contact Service.

### **Support available if early help, section 17 and/or section 47 statutory assessments are appropriate**

If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The Designated Safeguarding Lead and deputies will support staff as required.

### **Support available if a crime may have been committed**

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to the Children's First Contact Service (CFCS). The Designated Safeguarding Lead will be aware of the local process for referrals to both the Children's First Contact Service (CFCS) and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

The school has a close relationship with the local police force and the Designated Safeguarding Lead will liaise closely with the local police presence.

### **Support available if reports include online behaviour**

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the Designated Safeguarding Lead.

Page 110 of KCSIE 2022 provides useful support for online incidents.

### **The immediate response to a report**

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the Designated Safeguarding Lead.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same. These reports will not be downplayed and should be taken equally seriously.

All staff will be trained to manage a report.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

If possible, managing reports with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a deputy).

Have careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. **The key consideration is for staff not to view or forward illegal images of a child.** The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

To not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the Designated Safeguarding Lead (or a deputy) or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.

To recognise that a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

To recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.

To keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

To listen carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where

necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was. The best way to make a record of the report is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made, then at the earliest convenience this is the reported on 'MYCONCERNS'.

Ensure that only facts are recorded as the child presents them. The notes should not reflect the personal opinion of the note taker. We have to be aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation.

The Designated Safeguarding Lead (or a deputy), should be informed as soon as practically possible, if the Designated Safeguarding Lead (or a deputy) is not involved in the initial report.

### **Confidentiality**

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

### **The Designated Safeguarding Lead will consider the following when making confidentiality decisions:**

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to the Children's First Contact Service.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.
- The Designated Safeguarding Lead will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

### **Anonymity**

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it reasonably can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

### **Risk assessment**

The Designated Safeguarding Lead or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator(s).
- Other children at the school, (and, if appropriate staff) especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

- The time and location of the incident, and any action required to make the location safer.
- Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's **Data Protection Policy**. At all times, the school should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

### **Acting following a report of sexual violence and/or sexual harassment**

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. The school should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The Designated Safeguarding Lead (or a deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school.

The Designated Safeguarding Lead or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children
- The nature of the incident(s) including whether a crime may have been committed and/or whether HSB has been displayed.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Importance of understanding intra familial harms and any necessary support for siblings following.
- Any ongoing risks to the victim, other children, school staff.
- Any related issues and the wider context, including any links to child sexual exploitation and child criminal exploitation.
- The best interests of the child.

Sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

### **Managing the report**

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CFCS

- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

**The following situations are statutorily clear and do not allow for contrary decisions:**

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

**Managing internally**

In some cases of sexual harassment, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded.

**Providing Early Help**

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and alleged perpetrator(s).

Whatever the response, it should be under-pinned by the principle that there is zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded.

[Harmful Sexual Behaviour Framework NSPCC](#)

**Referral to CSCS**

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to the Children’s First Contact Service (CFCS). Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with the Children’s First Contact Service (CFCS).

The school will not wait for the outcome of an investigation before protecting the victim and other children.

The Designated Safeguarding Lead will work closely with the Children’s First Contact Service (CFCS) to ensure that the school’s actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support. If the Children’s First Contact Service (CFCS) decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

If the school agrees with the decision made by the Children’s First Contact Service (CFCS) they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Whatever the response, it should be under-pinned by the principle that there is a zero- tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded.

## **Reporting to the police**

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to the Children’s First Contact Service (CFCS). The Designated Safeguarding Lead and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with the Children’s First Contact Service (CFCS) and any appropriate specialist agencies.

The Designated Safeguarding Lead and **governing board** will consult the police and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The Designated Safeguarding Lead will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the Designated Safeguarding Lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.

If the school have questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded.

## **Bail conditions**

The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance. Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

The school will work with the Children’s First Contact Service (CFCS) and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term ‘released under investigation’ (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

Where bail is deemed necessary, the school will work with the Children’s First Contact Service (CFCS) and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise at school.

Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g., rights to privacy, family life, etc).

Careful liaison with the police investigators should help to develop a balanced set of arrangements.

### **Managing delays in the criminal justice system**

There may be delays in any case that is being progressed through the criminal justice system. The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator(s) and other children. The associated risk assessment will be used to inform any decisions made.

The school will consider any disciplinary action against the alleged perpetrator(s) whilst an investigation is ongoing. The Designated Safeguarding Lead will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

If the schools has questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

### **The end of the criminal process**

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

### **Unsubstantiated, unfounded, false or malicious reports**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing (using MyConcerns). Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

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

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

## **Ongoing response**

### **Safeguarding and support for the victim**

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response
- Whether the victim wishes to continue in their normal routine
- The nature of the allegation(s) and the potential risk of further abuse.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed about making a report
- What a proportionate response looks like

- Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

While the school should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, the schools should provide a physical space for victims to withdraw to. The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the Designated Safeguarding Lead will inform the school of any ongoing support needs and transfer the child protection file.

The school should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.

The school should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy.

It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school should decide on a course of action. Consideration should be given as to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Schools should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

### **NSPCC 'Abuse in Education' Helpline - 0800 136 663**

The NSPCC have a dedicated helpline for adults and children who are victims of sexual abuse in schools with the appropriate support and advice. This support includes how to contact the police and report crimes if they wish. The helpline will also provide support to parents and professionals too.

The dedicated helpline will offer support to:

- All children making current or non-recent disclosures of abuse
- Any children who want to talk about being involved or witnessing any incidents
- Any adults who have experience non-recent abuse
- Parent and carers who have any concerns about their own or other children
- Professionals who work in schools and need support in this or related issues.

## **Safeguarding and supporting the alleged perpetrator(s) and children who have displayed harmful sexual behaviour.**

The school will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

When considering the support required for an alleged perpetrator(s), the school will consider:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- The nature of the allegations and frequency of allegations.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.
- When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the Designated Safeguarding Lead will inform the destination school of any ongoing support needs and transfer the child protection file.

The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

### **Disciplining the alleged perpetrator**

With regard to the alleged perpetrator(s), advice on behaviour and discipline in schools is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the Designated Safeguarding Lead taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CFCS will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to decide about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time.

The school will be clear whether action taken is disciplinary, supportive or both.

Once the Designated Safeguarding Lead has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

The school should be very clear as to what its approach is. On the one hand there is preventative or forward-looking action to safeguard the victim and/or the perpetrator(s), especially where there are concerns that a perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their past conduct. The school should be very clear as to which category any action they are taking falls or whether it is really both and should ensure that the action complies with the law relating to each relevant category.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing

the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected, and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

### **Working with parents and carers**

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis. The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The Designated Safeguarding Lead or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Parents and carers may well struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child. Details of organisations that support parents are provided in Annex B, KCSIE 2022. Schools should consider signposting parents and carers to this support.

### **Safeguarding other children**

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will "take sides" following a report and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment. Social media is very likely to play a central role in the fall out from any incident or alleged incident.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

A whole school approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

It is important that schools keep their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

**What to do if you are informed that a parent is on the sex offenders register**

In this situation the Head teacher will be guided by parole conditions where relevant to keep children safe in school. This information must be treated as strictly confidential and will only be shared with the Designated Safeguarding Lead if appropriate.

## In the event of an extended school closure due to exceptional circumstances

### In the event of an extended school closure due to exceptional circumstances

The way in which the school can operate in response to an extended school closure due to exceptional circumstances is fundamentally different to 'business as usual'. However, a number of important safeguarding principles will remain the same:

- the best interests of children must always continue to come first
- if anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
- a Designated Safeguarding Lead or deputies should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

This means that the school will continue to implement these Child Protection Policy and Procedures as we have always done.

We will also be mindful that an extended school closure will impact on our interaction with pupils.

As when the school is open, safeguarding concerns must be reported immediately - verbally in the first instance and then followed up with an e-mail. Do not assume that sending an e-mail means it has been read.

Staff will only use agreed platforms and work e-mail addresses to communicate with pupils (in line with the school's Remote Learning Policy). Any communications must be professional. Staff will continue to follow the school's Staff ICT Acceptable Use Policy. In practice, this means:

- If you are on camera, you must be appropriately dressed, and in an appropriate area against a neutral background (no personal information should be seen). Staff should not be seen on camera from a bedroom. There should be no confidential items on display. Please note use of cameras for live lessons should be kept to a minimum.
- Language must be professional and appropriate, including any of your family members in the background.
- Be mindful of who else may be in the background or listening to the lesson in the pupil's home.
- Lessons must be set in line with the school timetable – and any contact with pupils should be during school hours unless this has been otherwise agreed with SLT.
- If pupils are not fully dressed, they should be removed from the lesson.
- There should be no 1:1 remote meeting with pupils – without prior agreement of the Headteacher or Designated Safeguarding Lead.
- When presenting to the class, take care to ensure you only share information appropriate to the lesson – particularly if you have other screens open simultaneously.
- Live lessons, with cameras on should **not** be recorded.
- Any breaches should be reported to the Headteacher or Designated Safeguarding Lead immediately.

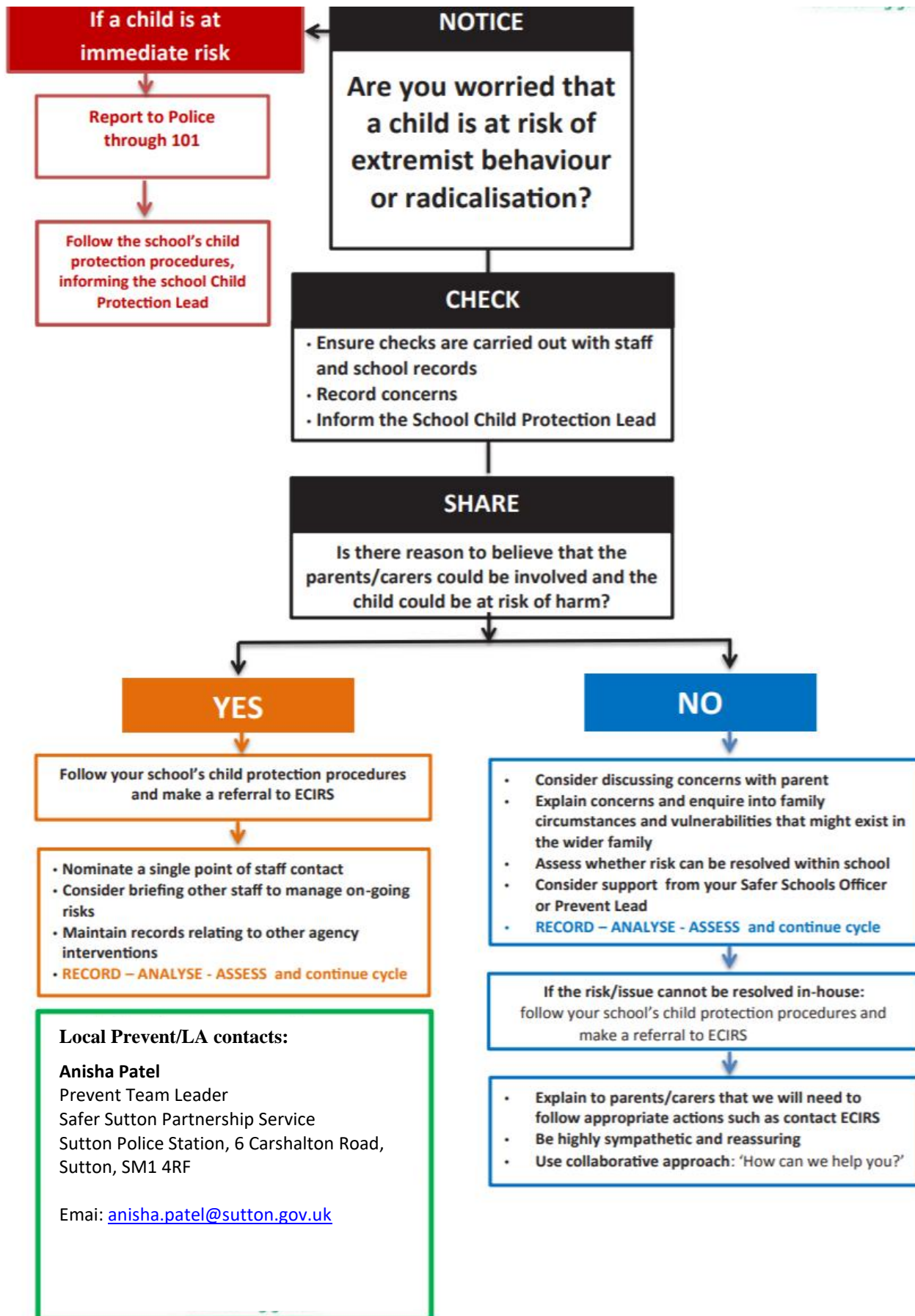
This also has implications for pupils accessing the learning as well. In particular:

- Only use Google Classroom to communicate with staff.
- If you are on camera, you must be appropriately dressed. If not, you will be removed from the lesson.
- Language must be appropriate, including any of your family members in the background.
- Live lessons should **not** be recorded or shared in any way.

In the event of an extended school closure due to exceptional circumstances, the school will:

- Follow any national and local statutory guidance and advice
- Communicate with parents and carers on a regular basis ensure that they are signposted to appropriate support and advice
- Communicate with pupils and ensure that they are signposted to appropriate support and advice.

## Prevent incident of Concern Flowchart



## Safeguarding children who attend Out of School Settings or Providers (OOSS) on the schools' premises

The DfE published the non-statutory guidance '[After-Schools clubs, community activities and tuition safeguarding guidance for providers](#)' September 2024 which is to be followed by organisations other than schools who work with children and young people. These organisations include (but are not limited to): Community activities, Before and after school clubs, Holiday clubs, Supplementary schools, Private tuition, Music lessons, Sports training.

Although this guidance is non-statutory, it is to be regarded as best-practice. **At our federation we have made the decision that any organisation that wishes to use our school premises must confirm to us that they fully comply to the DfE's guidance to ensure we safeguard all children who use our school premises at any time.**

The guidance will help providers run safe settings to ensure the welfare of the children attending them. It covers best practices on: safeguarding and child protection; the suitability of staff and volunteers; health and safety; governance.

The guidance strengthens settings and providers understanding of governance, working with children who have SEN and disabilities, staff recruitment and management, the record-keeping of training, the steps to take when a child goes missing from the activity as well as clarifying that no external visitors should be observing the session unless they have identified themselves and signed in.

The guidance reminds organisations that in June 2022, the Sexual Offences Act 2003 was changed to include a broader range of roles in the 'position of trust' offence. In addition to teachers, these rules now prevent adults from engaging in sexual activity with a person who is 16 or 17 years old who they are coaching, teaching, training, supervising or instructing in a sport or religion.

The guidance states that, when using a school's premises, providers must continue to have regard to KCSIE including appointing their own DSL and putting in place safeguarding policies and procedures specific to the activity.

Keeping Children Safe in Education (paragraphs 166 and 167 (DfE, September 2025)) states that when schools hire their premises to organisations that work with children, they should check that the guidance in '[After-school clubs, community activities and tuition: safeguarding guidance for providers](#)' is being followed. We do this by ensuring providers sign and agree to the 'Premises Use Safeguarding Agreement' to say that they have read and understand this guidance as well as comply with the recommendations in the guidance. Our 'Hire Agreement' has also been updated to reference the updated guidance.

Further to this, KCSIE 2025 (paragraph 166) states 'The governing body or proprietor should... ensure safeguarding requirements are included in any [hire agreement] as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.' This is clearly stated in our 'Hire agreement' and 'Premises use Safeguarding Agreement'.

KCSIE 2025, (paragraph 166) states that 'The governing body or proprietor should ensure that there are arrangements in place for the provider to liaise with the school or college on [safeguarding] matters where appropriate.' To comply with this, we have included this into our 'Premises Use Safeguarding Agreement'.

The Designated Safeguarding Lead will ensure that the school remain compliant and current with all matters relating to Out of School Settings and Providers on the schools' premises.

Within our agreement we have requested that all staff from each provider have read and understood the DfE's summary leaflet to support providers with keeping children safe: '[Keeping children safe during clubs, tuition and activities summary leaflet for providers running out-of-school settings](#)'.

We have requested in our agreement that providers share the following DfE's documents to all parents and carers who use their organisation, '[Using after-school clubs, tuition and community activities: A parent and carer's guide on the safeguarding arrangements you should expect from your provider](#)' and '[Helping to keep children safe posters](#)'.



## Premises Use Safeguarding Agreement

**We all have a responsibility to help keep children safe.** This agreement needs to be adhered to by any organisation who use the school premises other than schools who work with children and young people. These organisations include (but are not limited to): Community activities, Before and after school clubs, Holiday clubs, Supplementary schools, Private tuition, Music lessons, Sports training. In this agreement, the term 'organisation' refers to both companies and self-employed individuals who the school is entering into an agreement with for the use of the school premises.

**Name of Organisation:**  **Organisation Owner:**

### Organisation's agreement to safeguard children

As an organisation we have due regard to ' <a href="#">Keeping Children Safe in Education</a> ', September 2025, DfE.	
As an organisation we are following the DfE's ' <a href="#">After-school clubs, community activities and tuition: safeguarding guidance for providers</a> ' guidance.	
If a safeguarding matter was to happen, we would liaise with the school's Designated Safeguarding Lead. <i>Schools' DSL: Natasha Edmonds-Chappell and Deputy DSLs: Emma Walford, Natalie Robins, Kerry O'Doherty, Hayley Gilgeours (both schools) or Sharon Hoeksma and Lauren Jackson (Spencer Nursery School only)</i>	
We confirm that all managers of our organisation have read the ' <a href="#">After-school clubs, community activities, and tuition: Safeguarding guidance for providers</a> ' (DfE, 2023). <i>On page 11 &amp; 12 there is a checklist which is a summary which is a minimum expectation for managers to have in place and understand.</i>	

### Safeguarding and Child Protection

#### **As an organisation we confirm that we:**

Have an effective <b>safeguarding and child protection policy</b> in place. <i>Location this can be found: _____</i>	
Have a <b>staff behaviour policy</b> (sometimes called a code of conduct).	
Are aware of and have <b>training</b> on the specific safeguarding issues (including online) that can put children at risk of harm. <i>Note organisations should review this at regularly and have a record of training dates.</i>	
Have clear <b>procedures on what to do if there are concerns</b> about a staff member, volunteer or another adult who may pose a risk of harm to children. <i>Sutton LADO 020 8770 4776</i>	
Appoint a <b>designated safeguarding lead</b> (DSL), who has undertaken safeguarding and child protection training (including online). <i>Name of organisation's Designated Safeguard Lead: _____</i> <i>Name of organisation's Deputy Designated Safeguarding Lead: _____</i>	
Provide parents or carers with a <b>named individual</b> (such as the DSL or another named member of staff) so they can raise safeguarding concerns. <i>The DfE has provided a poster for organisations to use: '<a href="#">Helping to keep children safe</a>'.</i>	
(Applicable to lone providers) Give parents or carers the <b>contact details of your local authority's children services</b> or the NSPCC helpline number. <i>NSPCC helpline: 0808 800 5000</i> <i>Sutton Children's Services: 020 8770 6001 (9am to 5pm Monday to Friday) Out of hours and weekend 020 8770 5000</i>	
Know the local referral route into children's social care. <i>Sutton: refer to Children's First Contact Service (CFCS) telephone 020 8770 6001 and or complete a <a href="#">referral form</a>.</i>	
<b>Report any allegations of harm</b> to a child to both our local authority designated officer LADO and the police as soon as reasonably practicable. <i>Sutton LADO 020 8770 4776</i>	
Know if the <b>legal duty to refer</b> to the Disclosure and Barring Service applies to us and ensure we make referrals when appropriate. ( <a href="https://www.submit-a-barring-referral.service.gov.uk/start">https://www.submit-a-barring-referral.service.gov.uk/start</a> )	

### Suitability of staff and volunteers

#### **As an organisation we confirm that we:**

Make sure staff and volunteers have had <b>relevant pre-employment checks</b> , for example: DBS check, Verification of identity, references and right to work in the UK.	
Have <b>regular performance reviews</b> in place to check the suitability and training requirements of staff and volunteers after their appointment.	

Continued over the page.

### Governance

#### As an organisation we confirm that we:

Have clear <b>complaints procedures</b> .	
Have an effective <b>whistleblowing policy</b> .	
Have a clear <b>staff behaviour policy</b> (code of conduct).	
Have a clear <b>line of accountability</b> for safeguarding which runs throughout our organisation, including at the most senior level.	
Have a clear <b>record of safeguarding training</b> provided to staff and the schedule of refresher training.	
Share our policies with parents and carers and give them the opportunity to ask questions. Including sharing the DfE , ' <a href="#">Using after-school clubs, tuition and community activities: A parent and carer's guide on the safeguarding arrangements you should expect from your provider</a> ' to all parents and carers who use your organisation.	

### Health and safety

#### As an organisation we confirm that we:

Consider the <b>suitability and safety of the setting</b> for employees, children and young persons, taking steps to <b>reduce any risks identified</b> .	
Have a <b>fire safety and evacuation plan</b> .	
Have <b>paediatric first aid training</b> where children age 5 and under are attending the provision (unless we're exempt from registration with Ofsted).	
Have <b>first aid training</b> and a <b>first aid kit</b> to hand as well as awareness of what to do in an emergency where children aged over 5 are attending.	
Have more than one <b>emergency contact number</b> for each child.	
<b>Know of any medical concerns</b> or allergies.	
Will not allow any external visitors to observe the session unless they have identified themselves and signed in.	

### All employees and volunteers understanding of safeguarding

#### As an organisation we confirm that:

All employees and volunteers understand that safeguarding, and promoting the welfare of children, <b>is everyone's responsibility</b> and is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action if they identify or have concerns that children are suffering from, or are at risk of harm.	
All employees and volunteers know what to do if a child tells them they are being harmed. <a href="#">Flowchart on Page 5</a>	
All employees and volunteers have read and understood the DfE's summary leaflet to support providers: ' <a href="#">Keeping children safe during clubs, tuition and activities summary leaflet for providers running out-of-school settings</a> '	
All employees and volunteers understand that in June 2022, the Sexual Offences Act 2003, was changed to include a broader range of roles in the 'position of trust' offence. In addition to teachers, these rules now prevent adults from engaging in sexual activity with a person who is 16 or 17 years old who they are coaching, teaching, training, supervising or instructing in a sport or religion.	

The above requirements and agreements are as a condition of use and occupation of the premises; and failure to comply with these would lead to termination of the use agreement.

Signature of Organisation's Owner:		Date:	
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#### On receipt of the completed form:

Signature on behalf of the school:		Date:	
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