Tomlinscote School

An Academy within The Prospect Trust

The Prospect Trust

Child Protection and Safeguarding Policy

Policy Type:	Statutory
Approved By:	AQC
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Contents

Key Personnel:

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Olivia Tolley	otolley@tomlinscoteschool.com
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The Nominated Safeguarding Councillor	TBC	TBC
The Chair of the Academy Quality Council	Hedvig Schmidt-Moutsatsos	hedvig.moutsatsos@theprospecttrust.org.uk
Principal	Robert Major	Rmajor@tomlinscoteschool.com
Local authority designated officer (LADO)	Duty LADO	0300 1231650
The Designated Senior Mental Health Lead	Olivia Tolley	Otolley@tomlinscoteschool.com
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1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare

- All staff are aware of their statutory responsibilities with respect to safeguarding

- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education (2025)](#) and [Working Together to Safeguard Children (2023)](#), and the [academy trust governance guide.](#) We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students

- [The School Staffing (England) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques

- Part 3 of the schedule to the [Education (Independent School Standards) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our AQC Board and Headteacher/Principal should carefully consider how they are supporting their student/students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting student/students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- Surrey Safeguarding Children Partnership protocols, guidance and procedures

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge

- Protecting children from maltreatment, whether that is within or outside the home, including online

- Preventing impairment of children's mental and physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also previously known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

The three safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

1. The Local Authority (LA)

2. Integrated Care Boards (previously Clinical Commissioning Groups) for an area within the LA

3. The Chief Officer of Police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children and young people) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

i. Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)

ii. Are young carers

iii. May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

iv. Have English as an additional language

v. Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

vi. Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

vii. Are asylum seekers

viii. Are at risk due to either their own or a family member's mental health needs

ix. Are looked after or previously looked after (see section 12)

x. Are missing or absent from education for prolonged periods and/or repeat occasions

xi. Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles, responsibilities and our local context

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, councillors and Trustees in the School and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing our students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

a. Behaviour policy

b. Pastoral support system

c. Programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

i. Healthy and respectful relationships

ii. Boundaries and consent

iii. Stereotyping, prejudice and equality

iv. Body confidence and self-esteem

v. How to recognise an abusive relationship (including coercive and controlling behaviour)

vi. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support

vii. What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 Our Local Context:

Tomlinscote School is an extremely successful and popular 11-16 Academy. It opened in 1970 as Surrey's first purpose built comprehensive. Located in Frimley, Surrey, students enter at the age of 11 years from local Junior, Primary and Independent Preparatory schools. Tomlinscote joined the Prospect Trust in September 2018 and has developed strong links with the other successful institutions within the Trust, The Sixth Form College, Farnborough, and Frimley CofE School.

Oversubscription is a common feature, resulting in waiting lists for entry. Each year group has a PAN of 300.

Children travel to school by foot, car, bicycle, or bus.

In June 2025 there were 77 crimes reported within 1 mile radius of the school. Of these reported crimes, 14 were reported as anti-social behaviour but 24 reported incidents of violence and sexual instances. These crimes are high across the country https://www.crime-statistics.co.uk/.

Frimley is reported to be the safest small town in Surrey and is the 54th safest overall out of Surrey's 105 towns, villages and cities https://crimerate.co.uk/

5.2 All staff

a) All staff will:

    i.   Read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually

   ii.   Sign a declaration at the beginning of each academic year to say that they have reviewed and understood the guidance.

  iii.   Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children and young people to do online (e.g. sites they need to visit or who they'll be interacting with online)

  iv.   Provide a safe space for students who are LGBTQ+ or gender questioning to speak out and share their concerns.

b) All staff will be aware of:

  1. our systems which support safeguarding, including:

    i.   this child protection and safeguarding policy,

   ii.   the staff code of conduct, including low-level concerns, allegations against staff and whistleblowing policy,

  iii.   the role and identity of the designated safeguarding lead (DSL) and deputies,

  iv.   the behaviour policy,

   v.   the online safety policy which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring,

  vi.   the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.

  2. The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

3. The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

4. What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

5. The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as:
    i. child-on-child abuse,
    ii. child sexual exploitation (CSE),
    iii. child criminal exploitation (CCE),
    iv. indicators of being at risk from or involved with serious violent crime,
    v. FGM,
    vi. radicalisation
    vii. and serious violence (including that linked to county lines)

6. The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

7. The fact that children and young people can be at risk of harm inside and outside of their home, at school and online.

8. The fact that children and young people who are (or who are perceived to be) lesbian, gay, bi, trans (LGBTQ+) or gender questioning can be targeted by other children.

9. What to look for to identify children and young people who need help or protection

Section 16 of this policy outline in more detail how staff are supported to do this.

5.3 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Olivia Tolley. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and networks to keep students safe online.

During term time, the DSL will be available during working hours for staff to discuss any safeguarding concerns. If necessary, the DSL can also be contacted out of school hours via email dsl@tomlinscoteschool.com.

 When the DSL is absent, the Deputy Designated Safeguarding Leads – Mrs Lorraine Fullard, Mrs Carol Candappa and Mrs Claire Simmonds – will be available.

a) **The DSL will be given the time, funding, training, resources and support to:**
    i. Provide advice and support to other staff on child protection and welfare matters.
    ii. Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.

iii. Contribute to the assessment of children.

iv. Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

v. Have a good understanding of harmful sexual behaviour.

vi. Have a good understanding of the filtering and monitoring systems and processes in place at our school.

b) **The DSL will also**:

i. Keep the Principal informed of any issues.

ii. Liaise with local authority case managers and designated officers for child protection concerns as appropriate.

iii. Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.

iv. Be confident that they know 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.

v. Be aware that children and young people must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

c) The full responsibilities of the DSL and DDSLs are set out in their job description which is updated annually by the DfE.

5.4 The Academy Quality Council (AQC)

a) **The AQC will**:

i. Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.

ii. Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Principal to account for its implementation.

iii. Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school local multi-agency safeguarding arrangements.

iv. Appoint a senior board level (or equivalent) lead AQC Councillor to monitor the effectiveness of this policy in conjunction with the full AQC board. This is always a different person from the DSL.

v. Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the Surrey Safeguarding Children Partners

vi. Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:

a. Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

b. Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

b) The AQC will make sure that:

i. The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources, and support.

ii. Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.

iii. The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.

iv. The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 2 of this policy covers this procedure.

v. That this policy reflects the fact that children and young people with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse, neglect or exploitation being recognised.

vi. Where another body is providing services or activities (regardless of whether or not those who attend these services/activities are children or young people on the school roll):

a. Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed.

b. Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.

c. Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

vii. The chair of the AQC will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate (see Appendix 2).

viii. All AQC Councillors will read Keeping Children Safe in Education in its entirety. Section 16 of this policy has information on how Academy Quality Councillors are supported to fulfil their role.

5.5 The Principal

The Principal is responsible for the implementation of this policy, including:

i. Ensuring that staff (including temporary staff) and volunteers:

       a. Are informed of our systems which support safeguarding, including this policy, as part of their induction.

       b. Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.

ii. Communicating this policy to parents/carers when their child joins the school and via the school website.

iii. Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.

iv. Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix 2).

v. Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.

6. Confidentiality

All matters relating to safeguarding and child protection will be treated as confidential and only shared as per the DfE's 'Information Sharing Advice for Practitioners' guidance which includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

As a school we ensure compliance with UK General Data Protection Regulations (UK-GDPR) through adherence to The Prospect Trust's Data Protection Policy. We ensure that all colleagues understand our principles for sharing information within the school, trust, and with the three safeguarding partners (and other agencies as required). These are that:

i. Timely information sharing is essential to effective safeguarding.

ii. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

iii. The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

iv. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.

v. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

vi. If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

       a. There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.

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

c. The DSL should consider that:

    i. Parents or carers should normally be informed (unless this would put the victim at greater risk).

    ii. The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.

    iii. Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

vii. Regarding anonymity, all staff will:

a. Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.

b. Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.

c. Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

viii. If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in Appendix 2.

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- 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
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and the Academy Quality Councillors must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child or young person is in immediate danger or is suffering harm, or the DSL/DDSL is not available:

i. Make a referral to children's social care (see below) and/or the police (calling 999) immediately if you believe a child or young person is in immediate danger or is suffering harm, or the DSL/DDSL is not available. **Anyone can make a referral.**

ii. Tell the DSL/DDSL (see section 5.2) as soon as possible if you make a referral directly.

iii. Urgent referrals to Surrey Children's Social Care should be made by telephone to the C-SPA on 0300 470 9100 (and ask for the priority line). Requests for support should be followed up via email, using the Request for Support Form sent securely to cspa@surreycc.gov.uk

7.2 If a child or young person makes a disclosure to you

If a child or young person discloses a safeguarding issue to you, you should:

i. Listen to and believe them. Allow them time to talk freely and do not ask leading questions.

ii. Stay calm and do not show that you are shocked or upset.

iii. Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.

iv. Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.

v. Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. Place all details on CPOMS via the 'Cause for Concern' or 'Safeguarding' categories.

vi.   Sign and date the write-up and pass it on to the DSL/DDSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL/DDSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children and young people may:

i.   Not feel ready, or know how to tell someone that they are being abused, exploited or neglected

ii.   Not recognise their experiences as harmful

iii. Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL/DDSL if you have concerns about a child or young person.

7.3 If you discover that FGM has taken place, or a student is at risk of FGM

i.   Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in Appendix 3 of this policy.

ii.   **Any teacher** who either:

a) Is informed by a girl under 18 that an act of FGM has been carried out on her; or

b) Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth,

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

iii. **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

iv.   The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students. Where there are concerns that a student is a risk of FGM, information should be shared with the DSL and other agencies including Surrey Children's Social Care and Surrey Police. All concerns identified and actions should be reported through CPOMS.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger):

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

2. Report it to the DSL immediately

3. If in exceptional circumstances the DSL/DSSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care (see section 7.1 above) You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

4. Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

a) Early help assessment

i. If an early help assessment is appropriate, the DSL/DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

ii. The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans. We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements, either through use of the Effective Family Resilience Guidance from Surrey Safeguarding Children's Partnership, or through the school's own internal Early Help support offer / procedures

iii. The School's Early Help offer and detail of how we work with other agencies to support children / young people and families can be found on our website here:

Parent/Carer 'Early Help' Resources

iv. The DSL/DDSL will keep the case under constant review and the school will consider a referral to Surrey Children's Social Care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

b) Referral

i. If it is appropriate to refer the case to local authority children's social care or the police, the DSL/DDSL will make the referral or support a member of staff to do so.

ii. If a member of staff makes a referral directly (see section 7.1), they must tell the DSL/DDSL as soon as possible.

iii. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL/DDSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

iv. If the child's situation does not seem to be improving after the referral, the DSL/DDSL or person who made the referral must follow the SSCP escalation procedures to ensure their concerns have been addressed and that the child's situation improves. The guidance is available through the Local Partnership Website:

7.5 If you have concerns about extremism:

i. If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL/DDSL first to agree a course of action.

ii. If in exceptional circumstances the DSL/DDSL is not available, this should not delay appropriate action being taken. You should speak a member of the senior leadership team and/or seek advice from local authority children's social care. Make a prevent referral directly, if appropriate (see below). Inform the DSL or deputy as soon as practically possible after the referral.

iii. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team. The DSL will report concerns that a child may be at risk of radicalisation or involvement in terrorism, by using use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

iv. The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and AQC Councillors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

v. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

    a. Think someone is in immediate danger

    b. Think someone may be planning to travel to join an extremist group

    c. See or hear something that may be terrorist-related

7.6 If you have a concern about mental health:

i. 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.

ii. All staff will be alert to behavioural signs that suggest a child or young person may be experiencing a mental health problem or be at risk of developing one.

iii. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

iv. If you have a mental health concern that is **not** also a safeguarding concern, speak to the Designated Senior Mental Health Lead (see key personnel section above). Mental Health concerns should also be recorded on CPOMS.

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

7.7 Concerns about a staff member, supply teacher, volunteer or contractor:

i.   If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Principal as soon as

possible. If the concerns/allegations are about the Headteacher/Principal, speak to the chair of the AQC.

ii. The Principal/chair of the AQC will then follow the procedures set out in Appendix 2, if appropriate.

iii. Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Principal, report it directly to the local authority designated officer (LADO).

iv. If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

7.8 Allegations of abuse made against other students

i. We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

ii. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

iii. Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

    a. Is serious, and potentially a criminal offence

    b. Could put students in the school at risk

    c. Is violent

    d. Involves students being forced to use drugs or alcohol

    e. Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See Appendix 3 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

a) If a student makes an allegation of abuse against another student:

    i. You must record the allegation and tell the DSL/DDSL, but do not investigate it.

    ii. The DSL/DDSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.

    iii. The DSL/DDSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been

made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).

iv. The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

b) If the incident is a criminal offence and there are delays in the criminal process, the DSL/DDSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

a) We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

i. Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.

ii. Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys.

iii. Ensure our curriculum helps to educate students about appropriate behaviour and consent.

iv. Ensure students are able to easily and confidently report abuse using our reporting systems (see section 7.10 below).

v. Ensure staff reassure victims that they are being taken seriously.

vi. Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.

vii. Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.

viii. Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

ix. Ensure staff are trained to understand:

a. How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

b. That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here".

    c. That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

        i. Children and young people can show signs or act in ways they hope adults will notice and react to

        ii. A friend may make a report.

        iii. A member of staff may overhear a conversation.

        iv. A child or young person's behaviour might indicate that something is wrong.

    d. That certain children and young people may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.

    e. That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

    f. The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.

    g. That they should speak to the DSL/DDSL if they have any concerns.

    h. That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

b) The DSL/DDSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

c) Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

    i. Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this

    ii. There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes (formerly known as 'sexting')

As a School we refer to professional advice such as the guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders when dealing with incidents.

a) Your responsibilities when responding to an incident

    i. If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL/DDSL immediately.

    ii.   You must **not**:

        a.   View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL/DDSL)

        b.   Delete the imagery or ask the student to delete it.

        c.   Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL/DDSL's responsibility).

        d.   Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers.

        e.   Say or do anything to blame or shame any young people involved.

    iii.   You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL/DDSL.

b) Initial review meeting

    i.   Following a report of an incident, the DSL/DDSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

        a.   Whether there is an immediate risk to student(s)

        b.   If a referral needs to be made to the police and/or children's social care.

        c.   If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

        d.   What further information is required to decide on the best response.

        e.   Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).

        f.   Whether immediate action should be taken to delete or remove images or videos from devices or online services.

        g.   Any relevant facts about the students involved which would influence risk assessment.

        h.   If there is a need to contact another school, setting or individual.

        i.   Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved).

    ii.   The DSL/DDSL will make an immediate referral to police and/or children's social care if:

        a.   The incident involves an adult

        b.   There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN).

c. What the DSL/DDSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.

d. The imagery involves sexual acts and any student in the images or videos is under 13.

e. The DSL/DDSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

iii. If none of the above apply then the DSL/DDSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

c) Further review by the DSL/DDSL

i. If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL/DDSL will conduct a further review to establish the facts and assess the risks.

ii. They will hold interviews with the students involved (if appropriate).

iii. If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

d) Informing parents/carers

The DSL/DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

e) Referring to the police

If it is necessary to refer an incident to the police, this will be done through 101.

f) Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

g) Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes in an age-appropriate way as part our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is.

- How it is most likely to be encountered.

- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment.

- Issues of legality.

- The risk of damage to people's feelings and reputation.

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images.

- The receipt of such images.

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first

- Approaching from the perspective of the child

- Promoting dialogue and understanding

- Empowering and enabling children and young people

- Never frightening or scare-mongering

- Challenging victim-blaming attitudes

7.10 Reporting systems for our students

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

I. Put systems in place for students to confidently report abuse.

II. Ensure our reporting systems are well promoted, easily understood and easily accessible for students.

III. Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback.

IV. Students are made aware of the Safeguarding team through assemblies. They are encouraged to speak with a member of staff who they feel comfortable with if they have a concern. This could be a member of the teaching or support staff.

V. Students can also use the reporting app 'A Helping Hand' which they have access to on their iPads Tutor time and PSHE lessons are also used to inform the students how and what to report.

VI. Students are made aware that staff cannot keep concerns to themselves and that they would share these concerns with the safeguarding team. They are reminded why this is i.e., Child Protection & Safeguarding Policy September 2024 24 | P a g e to keep them safe. They will be made to feel safe in submitting these concerns through reassurances provided following disclosures.

8. Online safety, including cybercrime and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

a) To address this, our school aims to:

i. Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and AQC Councillors.

ii. Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').

iii. Set clear guidelines for the use of mobile phones for the whole school community.

iv. Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

b) The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk as outlined in KCSIE:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

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

i. Educate students about online safety as part of our curriculum. For example:

    a. The safe use of social media, the internet and technology.

    b. Keeping personal information private.

    c. How to recognise unacceptable behaviour online.

    d. How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they're a witness rather than a victim.

ii. Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, cyber-crime, the risks of online radicalisation, and the expectations,

roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.

iii. Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety.

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

    a. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present.

    b. Staff will not take pictures or recordings of students on their personal phones or cameras.

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

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

vii. Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).

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

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

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

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

xii. The DSL and DDSL understand the unique risks associated with online safety (including cyber-crime) and have the relevant knowledge and up to date capability required to keep children and young people safe whilst they are online at school.

The above section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to [The Prospect Trust Use of Technology Policy.](#)

8.1 Artificial intelligence (AI)

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

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

We will treat any use of AI to access harmful content or bully students in line with this policy and our anti-bullying policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. And where any indecent images have been shared that are AI-generated we will follow the guidance of the UKCIS (UK Council for Internet Safety) on Sharing nudes and semi-nudes.

9. Notifying parents or carers

i.   Where appropriate, we will discuss any concerns about a child or young person with their parents or carers. The DSL/DDSL will normally do this in the event of a suspicion or disclosure.

ii.   Other staff will only talk to parents or carers about any such concerns following consultation with the DSL/DDSL.

iii.   If we believe that notifying the parents or carers would increase the risk to the child or young person, we will discuss this with the local authority children's social care team before doing so.

iv.   In the case of allegations of abuse made against other children or young people, we will normally notify the parents or carers of all the children or young people involved. We will think carefully about what information we provide about the other child or young person involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

v.   The DSL/DDSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

    a. Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed.

    b. Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

10. Students with special educational needs, disabilities or health issues

i. We recognise that students with SEND, or certain health conditions can face additional safeguarding challenges, and are more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

    b. Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.

    c. The potential for students with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

    d. Communication barriers and difficulties in managing or reporting these challenges.

    e. Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so.

ii. We offer extra pastoral support for these students, as outlined in our [Special Educational Needs and Disability Policy.](#)

iii. Any abuse involving students with SEND will require close liaison with the DSL (or deputy) and the SENDCo.

11. Students with a social worker

i. Students may need a social worker due to safeguarding or welfare needs. Children may need this help due to either abuse, neglect, exploitation and/or complex family circumstances. We recognise that a child or young person's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

ii. The DSL/DDSL and all members of staff will work with and support social workers to help protect vulnerable children and young people.

iii. Where we are aware that a student has a social worker, the DSL/DDSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

    a. Responding to unauthorised absence or missing education where there are known safeguarding risks.

    b. The provision of pastoral and/or academic support.

12. Looked-after and previously looked-after children

i. We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

   a. Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.

   b. The DSL/DDSL has details of children's social workers and relevant virtual school heads.

ii. We have appointed a designated teacher, (Mr Paul Henry), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

iii. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

iv. As part of their role, the designated teacher will:

   a. Work closely with the DSL/DDSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

   b. Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how Pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

13. Students who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance.

We recognise that students who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children and young people are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning students, they should be encouraged to seek clinical help and advice. This should be done as early as possible.

When supporting a gender questioning student, we will take a cautious approach as there are still unknowns around the impact of social transition, and a student may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a

significant risk of harm to the student). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children and young people lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where students can speak out or share their concerns with members of staff in line with KCSIE 2025.

14. Complaints and concerns about school safeguarding policies

14.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 2).

14.2 Other complaints

All other complaints to the school are handled in accordance with The Prospect Trust's Complaints Procedures.

14.3 Whistle-blowing

The Prospect Trust's Whistleblowing Policy covers concerns regarding the way the school safeguards students – including poor or unsafe practice, or potential failures and outlines:

10. Which areas of malpractice or wrongdoing are covered.

11. The options available for reporting a concern, including who to approach within the school and externally.

12. How the school will respond to such concerns.

13. What protection is available to staff who report another member of staff.

15. Record-keeping

i. We will hold records in line with our records retention schedule.

ii. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with the DSL/DDSL.

iii. Records will include:

    a. A clear and comprehensive summary of the concern.

    b. Details of how the concern was followed up and resolved.

    c. A note of any action taken, decisions reached and the outcome.

iv. Concerns and referrals will be kept in a separate child protection file for each child or young person.

v. Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

vi. Where appropriate, Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school (until at least the child's 25th birthday), in accordance with the Data Retention Policy and KCSIE.

vii. If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL/DDSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main student file.

viii. To allow the new school to have support in place when the child arrives, this should be within:

   a. **5 days** for an in-year transfer, or within

   b. **The first 5 days** of the start of a new term

ix. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL/DDSL will speak to the DSL/DDSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child or young person.

x. All Records are stored electronically and are stored securely and confidentially via CPOMS. Only the DSL and DDSLs have access to the Child Protection records and access is secured through two-factor authentication.

xi. The school shares information with other agencies when appropriate, in line with Surrey Safeguarding Children Partnership's safeguarding procedures.

xii. In addition:

   a. Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks.

   b. Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff.

16. Training

16.1 All staff:

i. All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

a. This training will be regularly updated and will:

b. Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.

c. Be in line with advice from the 3 safeguarding partners.

d. Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.

e. Have regard to the Teachers' Standards to support the expectation that all teachers:

1. Manage behaviour effectively to ensure a good and safe environment.

2. Have a clear understanding of the needs of all students.

ii. All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism and to challenge extremist ideas.

iii. Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

iv. Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

v. Volunteers will receive appropriate training, if applicable.

16.2 The DSL and DDSLs:

i. The DSL and DDSLs will undertake child protection and safeguarding training at least every 2 years.

ii. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs/DDSLs, or taking time to read and digest safeguarding developments).

iii. They will also undertake Prevent awareness training.

16.3 Academy Quality Councillors:

i. All AQC Councillors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

a. Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge.

› Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

ii. As the chair of the AQC may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose.

16.4 Recruitment – interview panels:

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See The Prospect Trust's Safer Recruitment Policy for more information about our safer recruitment procedures.

17. Monitoring arrangements

This policy will be reviewed **annually** by the DSL. Following every review, it will be approved by the full Academy Quality Council.

18. Links with other policies

This policy links to the following policies and procedures:

- Artificial Intelligence - Acceptable Use of Artificial Intelligence (AI) Policy

- Behaviour – Behaviour Policy

- Safer Recruitment – Safer Recruitment Policy

- Whistleblowing – Whistleblowing Policy

- Anti-Bullying - Anti-Bullying Policy

- Complaints – Complaints Policy

- Health and safety – Health & Safety Policy

- Attendance – Attendance Policy

- Online safety – Online Safety and Use of Technology Policy

- Equality – Equality, Diversity and Inclusion Policy

- Relationships and Sex Education - RSE and Health Education Policy

- First aid – First Aid Policy

- Learning and Teaching – Learning and Teaching Policy

- Children in Care – Children in Care Policy

Appendices

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

Abuse, including neglect and exploitation, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child or young person such as to cause severe and adverse effects on their emotional development. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

Emotional abuse may involve:

i. Conveying to a child or young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

ii. Not giving the child or young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

iii. Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond their developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child or young person participating in normal social interaction.

iv. Seeing or hearing the ill-treatment of another.

v. Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are aware of what is happening. The activities may involve:

i. 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.

ii. Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children or young people to behave in sexually inappropriate ways, or grooming a child or young person in preparation for abuse (including via the internet).

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.

Neglect is the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of their 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:

i. Provide adequate food, clothing and shelter (including exclusion from home or abandonment).

ii. Protect a child from physical and emotional harm or danger.

iii. Ensure adequate supervision (including the use of inadequate care-givers).

iv. Ensure access to appropriate medical care or treatment.

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

Appendix 2: allegations of abuse made against staff

Allegations against staff (including low-level concerns) policy:

Section 1: Allegations that may meet the harms threshold.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or

- Possibly committed a criminal offence against or related to a child, and/or

- Behaved towards a child or children in a way that indicates they 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 – this includes behaviour taking place both inside and outside of school.

i. If there is any doubt as to whether a concern meets the harm threshold, we will consult out local authority designated officer or 'LADO' (see contact details in the Key Personnel section above).

ii. We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

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

iv. Our procedures for dealing with allegations will be applied with common sense and judgement.

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

a) Suspension of the accused until the case is resolved:

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

ii. Based on an assessment of risk, we will consider alternatives such as:

   a. Redeployment within the school so that the individual does not have direct contact with the child or children concerned.

b. Providing an assistant to be present when the individual has contact with children or young people.

c. Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children or young people.

d. Moving the child(ren) or young person/people to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted.

e. Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for The Prospect Trust.

iii. If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

b) Definitions for outcomes of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation

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

- **False:** there is sufficient evidence to disprove the allegation

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

c) Procedure for dealing with allegations:

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

i. Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below.

ii. Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

iii. Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are

involved, the case manager will only share such information with the individual as has been agreed with those agencies.

iv. Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.

v. Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL/DDSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care.

vi. **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day, and the individual will be given a named contact at the school and their contact details.

vii. **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

viii. **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.

ix. Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. At Tomlinscote we have a union rep who will be available for support as well as both a Senior Mental Health Lead and Mental Health First Aiders. Staff also have access to an Employment Assistance Programme which can offer advice and support.

x. Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

xi. Keep the parents or carers of the child/children or young person/people involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member).

xii.   Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child or young person.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff:

i.   If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures:

   a.   We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome.

   b.   The AQC board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation.

   c.   We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required.

   d.   We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

ii.   When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

d) Timescales:

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

   a.   Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week.

   b.   If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days.

   c.   If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days.

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

e) Specific actions:

    i.   Action following a criminal investigation or prosecution:

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

    ii.   Conclusion of a case where the allegation is substantiated:

       a.   If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

       b.   If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

    iii.   Individuals returning to work after suspension:

       a.   If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

       b.   The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

    iv.   Unsubstantiated, unfounded, false or malicious reports:

If a report is:

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

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

    v.   Unsubstantiated, unfounded, false or malicious allegations:

If an allegation is:

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

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

f) Confidentiality and information sharing:

    i.   The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

    ii.   The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

        a.   Who needs to know about the allegation and what information can be shared.

        b.   How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.

        c.   What, if any, information can be reasonably given to the wider community to reduce speculation.

        d.   How to manage press interest if, and when, it arises.

g) Record-keeping:

    i.   The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

    ii.   The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

    iii.   For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

        a.   A clear and comprehensive summary of the allegation

        b.   Details of how the allegation was followed up and resolved

        c.   Notes of any action taken, decisions reached and the outcome

        d.   A declaration on whether the information will be referred to in any future reference

    iv.   In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

    v.   We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

h) References:

When providing employer references, we will:

    i.   Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious.

    ii.   Include substantiated allegations, provided that the information is factual and does not include opinions.

i) Learning lessons:

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

    ii.   This will include consideration of (as applicable):

        a.   Issues arising from the decision to suspend the member of staff

        b.   The duration of the suspension

        c.   Whether or not the suspension was justified

        d.   The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

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

j) Non-recent allegations:

    i.   Abuse can be reported, no matter how long ago it happened.

    ii.   We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

    iii.   Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold, as set out in Section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school.
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

a) Definition of low-level concerns:

i. The term 'low-level' concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that:

    a. Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**

    b. Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

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

    a. Being overly friendly with children

    b. Having favourites

    c. Taking photographs of children on their mobile phone

    d. Engaging with a child on a one-to-one basis in a secluded area or behind a closed door

    e. Humiliating students

b) Sharing low-level concerns:

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

ii. We will create this culture by:

    a. Ensuring staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.

    b. Empowering staff to share any low-level concerns as per section 7.7 of this policy.

    c. Empowering staff to self-refer.

    d. Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.

    e. Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.

    f. Helping to identify any weakness in the school's safeguarding system.

iii. Low level concerns should be reported as follows:

    a. Low level concerns should be reported to the Principal and a designated Member of SLT in his absence.

    b. Discussion with the Principal, the school's HR Business Partner and a designated member of SLT where appropriate and follow safeguarding procedures.

c) Responding to low-level concerns:

i. If the concern is raised via a third party, the Principal will collect evidence where necessary by speaking:

<ol type="a" start="1">
Directly to the person who raised the concern, unless it has been raised anonymously.
To the individual involved and any witnesses.

<ol type="i" start="2">
The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the school staff code of conduct. The Principal will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL/DDSL.
A member of SLT will conduct an investigation, if deemed necessary, and then report back to the Principal. All low-level concerns will be recorded.

d) Record keeping:

<ol type="i">
All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.
Records will be:
<ol type="a">
Kept confidential, held securely and comply with the DPA 2018 and UK s
Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in Section 1 of this appendix, we will refer it to the designated officer at the local authority.
Retained at least until the individual leaves employment at the school.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

e) References

We will not include low-level concerns in references unless:

<ol type="i">
The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

Appendix 3: specific safeguarding issues

All staff should 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.

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:
- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked, and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children who are absent from education

A child being absent from education particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child or young person may be absent or become missing from education, but some children and young people are particularly at risk. These include those who:

    a. Are at risk of harm or neglect.

    b. Are at risk of forced marriage or FGM.

    c. Come from Gypsy, Roma, or Traveller families.

d. Come from the families of service personnel.

e. Go missing or run away from home or care.

f. Are supervised by the youth justice system.

g. Cease to attend a school.

h. Come from new migrant families.

i. We will follow our procedures as set out in our [Attendance Policy](#) for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

iii. If a staff member suspects that a child or young person is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Missing students

i. Our procedures are designed to ensure that a missing child or young person is found and returned to effective supervision as soon as possible. If a child or young person goes missing, we will follow the School's safeguarding response for students who go missing from education as set out in our [Attendance Policy](#).

Contextual Safeguarding and Extra-familial harms

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside of a child / young person's family home or outside of school and can also occur between children and young people outside of these environments.

All staff, but especially the DSL (and deputy) should consider whether children and young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

As part of our whole school approach to safeguarding, we take into account the wider context of each student when dealing with incidents and working with external agencies to secure the best outcome for each child / young person and to safeguard and protect them as effectively as possible.

Child Criminal Exploitation

Child Criminal Exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

      a. Appearing with unexplained gifts or new possessions

      b. Associating with other young people involved in exploitation

      c. Suffering from changes in emotional wellbeing

      d. Misusing drugs and alcohol

      e. Going missing for periods of time or regularly coming home late

      f. Regularly missing school or education

      g. Not taking part in education

i. If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

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.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, student referral units, children's homes and care homes.

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.

i. If a member of staff suspects a child or young person is involved in, or vulnerable to / at risk of involvement in County Lines, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend

- Suffering from sexually transmitted infections or becoming pregnant

i. If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

a. Bullying (including cyber-bullying, prejudice-based and discriminatory bullying).

b. Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse').

c. 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).

d. 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).

e. Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

f. 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.

g. Consensual and non-consensual sharing of nude and semi-nude images and/or videos (formerly known as sexting or youth produced sexual imagery).

h. Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

i. 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).

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

i. If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in Section 7 of this policy, as appropriate. In particular, Sections 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

ii. When considering instances of harmful sexual behaviour between children and young people, we will consider their ages and stages of development. We recognise that children and young people displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include:

a. intimate partner violence,

b. abuse by family members,

c. teenage relationship abuse (abuse in intimate personal relationships between children)

d. and child/adolescent to parent violence and abuse.

e. It can be physical, sexual, financial, psychological or emotional.

f. It can also include ill treatment that isn't physical, as well as witnessing the 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.

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

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

i. If a member of staff suspects Domestic Abuse, they should discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

ii. If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the DSL) before the child(ren) or young person(people) arrive at school the following day, as outlined in the Operation Encompass procedures.

iii. The DSL will provide support according to the child/young person's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

    i.   The DSL/DDSLs will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

    ii.   Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

    i.   All forms of HBA are abuse and will be handled and escalated as such.

    ii.   All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it.

    iii.   If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

a) FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

    i.   A student confiding in a professional that FGM has taken place.

    ii.   A mother/family member disclosing that FGM has been carried out.

    iii.   A family/student already being known to social services in relation to other safeguarding issues.

    iv.   A girl:

        a.   Having difficulty walking, sitting or standing, or looking uncomfortable.

        b.   Finding it hard to sit still for long periods of time (where this was not a problem previously).

c. Spending longer than normal in the bathroom or toilet due to difficulties urinating.

d. Having frequent urinary, menstrual or stomach problems.

e. Avoiding physical exercise or missing PE.

f. Being repeatedly absent from school, or absent for a prolonged period.

g. Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.

h. Being reluctant to undergo any medical examinations.

i. Asking for help, but not being explicit about the problem.

j. Talking about pain or discomfort between her legs.

Potential signs that a student may be at risk of FGM include:

i. The girl's family having a history of practising FGM (this is the biggest risk factor to consider)

ii. FGM being known to be practised in the girl's community or country of origin

iii. A parent or family member expressing concern that FGM may be carried out

iv. A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

v. A girl:

   a. Having a mother, older sibling or cousin who has undergone FGM

   b. Having limited level of integration within UK society

   c. Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"

   d. Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period

   e. Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

   f. Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)

   g. Being unexpectedly absent from school

   h. Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

b) Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is

used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

i.   Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

ii. If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

iii. The DSL will:

   a. Speak to the student about the concerns in a secure and private place.

   b. Activate the local safeguarding procedures and refer the case to the local authority's designated officer.

   c. Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fcdo.gov.uk

   d. Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Preventing Radicalisation

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or

- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or

- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Terrorism 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 of terrorism 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.

i.   Schools have a duty to prevent children from being drawn into terrorism. The DSL and DDSLs will undertake Prevent awareness training and will make sure that staff have access to appropriate training to equip them to identify children at risk.

ii. We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

iii. We will ensure that suitable internet filtering is in place, and equip our students to stay safe online at school and at home.

iv. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

v. Staff will be alert to changes in students' behaviour.

vi. The government website Educate Against Hate and charity NSPCC say that signs that a child or young person is being radicalised can include:

   a. Refusal to engage with, or becoming abusive to, peers who are different from themselves.

   b. Becoming susceptible to conspiracy theories and feelings of persecution.

   c. Changes in friendship groups and appearance.

   d. Rejecting activities they used to enjoy.

   e. Converting to a new religion.

   f. Isolating themselves from family and friends.

   g. Talking as if from a scripted speech.

   h. An unwillingness or inability to discuss their views.

   i. A sudden disrespectful attitude towards others.

   j. Increased levels of anger.

   k. Increased secretiveness, especially around internet use.

   l. Expressions of sympathy for extremist ideologies and groups, or justification of their actions.

   m. Accessing extremist material online, including on Tik Tok, Facebook, Instagram, Twitter, Threads etc.

   n. Possessing extremist literature.

   o. Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

vii. Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

viii. If staff are concerned about a student, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

ix. Staff should **always** take action if they are worried.

x. Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including the curriculum policy, the Behaviour Policy, the Online Safety Policy, and the Prevent Risk Assessment.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between two children or young people of any age and sex
- Through a group of children or young people sexually assaulting or sexually harassing a single child or young person or group of children / young people.
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

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.

i. If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

ii. When supporting victims, staff will:

   a. Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them.

   b. Regularly review decisions and actions, and update policies with lessons learnt.

   c. Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns.

   d. Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.

   e. Remain alert to the possible challenges of detecting signs that a child or young person has experienced sexual violence, and show sensitivity to their needs.

iii. Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

iv. Staff should be aware of the importance of:

   a. Challenging inappropriate behaviours.

   b. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

    c. Challenging physical behaviours (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.

    v. If staff have any concerns about sexual violence or sexual harassment, or a child or young person makes a report to them, they will follow the procedures set out in Section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child or young person is at risk from, or involved with, serious violent crime may include:

- Increased absence from school.
- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions (this could indicate that the child or young person has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).

Risk factors which increase the likelihood of involvement in serious violence include:

    a. Being male.

    b. Having been frequently absent or permanently excluded from school.

    c. Having experienced child maltreatment.

    d. Having been involved in offending, such as theft or robbery.

  ii. Staff will be aware of these indicators and risk factors.

 iii. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they will report this to the DSL.

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. This can include a parent, other family members, someone not related to the child / young person, or by a stranger.

Further information is available at: www.actionagainstabduction.org

When we consider who is abducted and who abducts:

- Nearly three-quarters of children abducted abroad by a parent are aged between 0 and 6years-old

- Roughly equal numbers are boys and girls

- Two-thirds of children are from minority ethnic groups.

- 70% of abductors are mothers. The vast majority have primary care or joint primary care for the child abducted.

- Many abductions occur during school holidays when a student is not returned following a visit to the parent's home country (so-called 'wrongful retentions').

Other community safety incident could include people loitering, unknown adults engaging children in conversation, adults taking photos of children or young people, or a violent incident occurring in the neighbourhood.

i. Any concerns that a child may have been abducted, or around a community safety incident need to be reported to the DSL immediately.

ii. The DSL will respond to the concern in accordance with the above policy and the Local Safeguarding procedures, depending on the nature of each concern. If we become aware of an abduction, we will follow the SSCP procedure and contact the police and children's social care. If we are made aware of a potential risk of abduction, we will seek advice and support from police and children's social care to confirm that they are aware and seek clarity on what actions we are able to take.

iii. From a preventative perspective it is important our students are given practical advice on how to keep themselves safe. We provide content within the curriculum which focus on building both confidence and safeguarding knowledge as well as opportunities for children and young people to report their concerns.

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. Any child transported for exploitative reasons is considered to be a trafficking victim.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today. Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods may have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

There are a number of indicators which suggest that a student may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history of going missing and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported.

For those students who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in
- sexual exploitation/the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

i. If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

ii. The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or

receiving intelligence relating to modern slavery. The public authority bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of modern slavery or human trafficking'.

iii. Staff need to be aware of this duty and inform the DSL/DDSL should they suspect or receive information that either parents/carers or their children may be victims of modern slavery.

iv. The DSL will then follow the above safeguarding policy as well as contacting the NCA.

Children and Young People involved in the Court System and Children with family members in Prison

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The DfE has signposted age-appropriate guides for children and young people within KCSIE which 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 also launched an online child arrangements information tool with clear and concise information on the dispute resolution service.

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. 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.

i. All information relating to students being involved in the Court system or with family members in prison, should be reported to the DSL/DDSL. We will not only signpost the above guidance, where appropriate, to both the young people and parents and carers, but will also provide additional pastoral and wellbeing support to those young people and work with additional agencies where necessary.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet and includes cyber-enabled crimes such as fraud, buying illegal drugs online and CSE and cyber-dependent crimes such as unauthorised access to computers (illegal 'hacking'), 'Denial of Service' attacks of 'booting' and making, supplying or obtaining malware such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cybercrime. If a concern relating to cybercrime is reported, the DSL should

consider a referral to the Cyber Choices programme. This is a nationwide programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing.

Checking the identity and suitability of visitors

i. All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

ii. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting.

iii. Visitors should be ready to produce identification.

iv. Visitors are expected to sign in and wear a visitor's badge.

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

    a. Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or

    b. The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate).

vi. All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff. Additional information can be found in our Visiting Speaker Protocol.